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IDENTIFIERS	*Colorado State Department of Education

ABSTRACT

This document presents the reports of the Colorado State Board of Education appointed task forces on the Education Profession, the Family and School, and School Time. The task force on the Education Profession made recommendations in the following areas: personnel preparation and certification, recruitment and retention of education personnel, and status of education personnel. The task force on the Family and School made recommendations in the following areas: motivation and discipline, dropouts, attendance, roles of local school boards and accountability committees, accountability, alternative education, school climate improvement; family/school relationships, and homework. A philosophical statement and a 44-item annotated bibliography are included in conjunction with this task force's topic. The task force on School Time made recommendations in the following areas: state policy allowing alternative school calendars, effective use of current school day and year, and long school day and year. The fiscal impact of these recommendations, a 36-item bibliography, background information on these issues, and the pros and cons of lengthening the school day and year are listed. (DCS)

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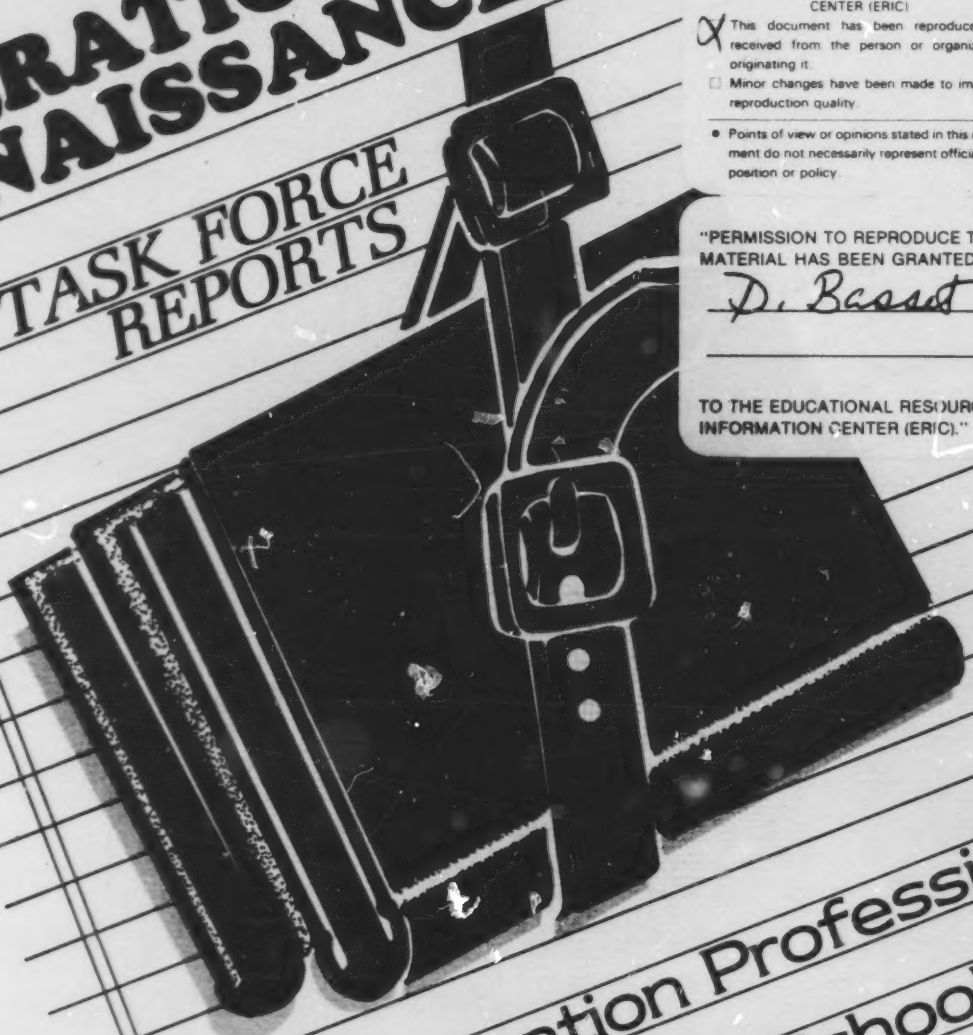
OPERATION RENAISSANCE

TASK FORCE REPORTS



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The Education Profession

The Family and School

School Time

EA 017 683

December 1983

COLORADO DEPARTMENT OF EDUCATION
CALVIN M. FRAZIER, COMMISSIONER

INTRODUCTION

The Colorado State Board of Education and the Colorado Department of Education believe that we have an opportunity to make significant educational advances in Colorado. The national focus on education and a call from Colorado's Governor for "excellence in education" have provided the impetus for Colorado's educational leaders to set some major new directions in education.

In the spring of 1983, the Colorado State Board of Education initiated the process of systematically considering issues and identifying needed changes in our educational system. Although many have called for a dialogue among educational policy makers, private sector leaders, and community representatives, the State Board has actively involved representatives from business and industry, the Legislature, higher education, parents, educators, school board members, and community officials in this process of formulating specific recommendations for improvement. The Board has titled its project "Operation Renaissance" to communicate its commitment to this planned process for rejuvenation of Colorado's educational system.

In mid-July, six task forces involving more than 160 persons from throughout the state were appointed by the State Board and charged with developing recommendations for educational change through legislative, State Board and/or local school board actions. Task forces were formed to address selected curricular areas (foreign language, science and social studies), the education profession, school time, and family and school responsibilities. In addition, renewed support was provided to existing task forces in English and mathematics and to an earlier-formed committee on college expectations and remedial education.

This document contains the reports from the Education Profession, Family and School and School Time Task Forces. These task forces presented their recommendations to the State Board on November 10, 1983. The recommendations adopted by the Board will provide direction for 1984 educational Legislation, Department priorities and recommended changes for local districts.

The Education Profession

OPERATION RENAISSANCE TASK FORCE ON THE EDUCATION PROFESSION

Chairperson: Dr. Arthur L. Ohanian

Composition of Task Force: legislators - business people - teachers - administrators - community officials - parents - higher education - board members

State Board Charge:

Provide recommendations to the State Board on the following:

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1. Those provisions in the National Task Force or Commission Reports related to the Task Force topic.

2. Improving the status of education and educational personnel and recruitment practices for attracting high quality candidates to the profession.

3. The effectiveness and adequacy of the current teacher-education program pattern, certification and recertification practices.

4. Current patterns of paying, rewarding, and recognizing teacher performance. Included in this analysis and recommendations should be consideration of incentive-pay approaches, differentiated-staffing concepts, the master-teacher proposal, bonus-pay ideas related to specific areas such as science and mathematics, and fringe-benefit plans.

Organization:		Meetings
Subcommittee:	Personnel Preparation and Certification Dr. Elinor Greenberg, Chairperson	3
Subcommittee:	Recruitment and Retention of Education Personnel Dr. Daniel Burke, Co-chairperson Dr. Patricia Baca, Co-chairperson	3
Subcommittee:	Status of Education Personnel Gene Layman, Chairperson	3

Total Number of Task Force Meetings: 3

TASK FORCE MEMBERS

Dr. Patricia Baca
Coordinator of Certified Personnel
Jefferson County School District
Lakewood

Russell W. Bartels
Attorney
Denver

Senator Tillman Bishop
Grand Junction

John W. Bowie
Principal
Denver Pulblic Schools
Denver

Dr. Daniel Burke
Dean, College of Education
University of Northern Colorado
Greeley

Lindsay Campbell
State P.T.S.A.
Denver

Dr. John G. Conyers
Assistant Superintendent
Denver Public Schools
Denver

Representative Eunice Fine
Greeley

Ross Forney
State Board for Community Colleges
and Occupational Education
Denver

Don Friedman
Business, Community
Denver

Joan Gall
Teacher
Sterling

Bruce Goldberg
Colorado Federation of Teachers
Boulder

Dr. Elinor Greenberg
Assistant Academic Dean
Loretto Heights College
Denver

Representative John Herzog
Colorado Springs

Herb Koether
Business, Community
Englewood

Dr. Richard Kraft
State Board Member
Boulder

Gene Layman
Staff Relations
Jefferson County School District
Lakewood

Dale McCall
State Board for Community
Colleges and Occupational
Education
Denver

Dr. Arthur L. Ohanian
(Task Force Chairman)
Golden

Gary Oxley
School Board Member
Wiley

Carolyn Pribyl
P.T.S.A.
Lakewood

Dr. Richard Putney
Teacher
Estes Park

TASK FORCE MEMBERS (continued)

Beverly Reif
Teacher
Trinidad

Cheryl Richards
Staff Academy
Denver Public Schools
Denver

Dr. Don Richardson
Department of Vocational Education
Colorado State University
Fort Collins

Joe T. Rocco
Principal
Lamar

Janet Rountree
Special Education Advisory Committee
Aurora

Representative Jim Scherer
Idaho Springs

Cle Symons
Business, Community
Denver

Sheryl Sherwood
Teacher
Grand Junction

Shirley Sternola
Colorado Education Association
Edgewater

Thomas Tancredo
Regional Representative
U.S. Department of Education
Denver

Marcia Tormey
Teacher
Grand Junction

Dr. Edmund Vallejo
Assistant Superintendent
Pueblo City School District
Pueblo

James A. Weatherill
Superintendent
Yuma

Dr. Donald M. White
Superintendent
LaJunta

Carole Wright
Colorado Education Association
Denver

COLORADO DEPARTMENT OF EDUCATION
RESEARCH GROUP

Dr. Judith Burnes
Consultant, Planning and Evaluation

Dr. Linda Jones
Consultant, Special Projects

Dr. Arthur Ellis
Coordinator, Field Services

Patricia Pease
Senior Consultant, Teacher Education and Certification

REPORT PREFACE

The Task Force on the Education Profession was appointed and charged by the State Board of Education to provide recommendations on the following:

1. Those provisions in the National Task Force or Commission Reports related to the Task Force topic.
2. Improving the status of education and educational personnel and recruitment practices for attracting high quality candidates to the profession.
3. The effectiveness and adequacy of the current teacher-education program pattern, certification, and recertification practices.
4. Current patterns of paying, rewarding, or recognizing teacher performance. Included in this analysis and recommendations should be consideration of incentive-pay approaches, differentiated-staffing concepts, the master-teacher proposal, bonus-pay ideas related to specific areas such as science and mathematics, and fringe-benefit plans.

A review and analysis of the areas of the profession to be studied suggested that the Task Force should be divided into three manageable subcommittees. This arrangement appeared to be agreeable to the membership, and the subsequent small groups operated under three distinct subcommittee titles:

1. Personnel Preparation and Certification
2. Recruitment and Retention of Educational Personnel
3. The Status of Educational Personnel

Having the three smaller entities increased person-to-person dialogues and provided opportunities for an in-depth approach in reaching concensus on the findings. One of the concerns created by this structure was the necessity of submitting a total Task Force report rather than three separate subcommittee reports. To what extent that Task Force succeeded may be open to question, but the membership as a whole felt comfortable with this final product.

There appear to be a number of issues inherent in this document that need clarification or further explanation.

First, in the review and study of the charges, license was taken with some of the specifics, and they were answered in general terms. This resulted, in part, from time constraints having been placed upon Task Force members by their other responsibilities, among them service in the Legislature, the educational enterprise, the business world, the community, and the home.

Secondly, at an early stage in the process adopted by the subcommittees, it was agreed that the scope of the work to be done by the participants had to be reasonable and expectations were to be based on common sense. Given these constraints, the Task Force could not be expected to delineate implications for the Legislature, the State Board, and local school districts. Nor did the Task Force feel it prudent, under the circumstances, to suggest what the fiscal impact might be on each recommendation or to suggest strategies or timelines for implementation. To proceed in haste on such far-reaching charges did not seem advisable.

In view of these parameters, the Board might wish to consider the following suggestions as the next step in a more thorough approach to the initial charge to the Task Force:

1. Accept this document as a preliminary report.
2. Establish working groups with expertise in each of the areas to be studied, with reasonable expectations and reasonable timelines.
3. Establish a minimum number of specific areas to be studied by each working group, with reasonable expectations and reasonable timelines.

The Task Force report that follows is the result of a collaborative effort of a group of individuals who dedicated a considerable amount of their personal time in carrying out the charges of the Board.

The Task Force is indebted to the professionals from the Department of Education who assisted and supported this work.

SUBCOMMITTEE: Personnel Preparation and Certification

The Subcommittee on Personnel Preparation and Certification recommends that the State Board of Education take action to improve the quality of teachers in Colorado. It recommends that rules and statutes be developed or revised, policies established, and study groups appointed to provide for the following recommendations:

1. *Admissions standards for teacher-education programs in Colorado must be raised in order to improve the quality of teachers.*

   State Board of Education rules should be revised to include the establishment of multiple, minimum, statewide admissions standards.

   These standards should include, but not be limited to the following: acceptable scores on standardized tests; high school or college grade-point averages, or both; documented experiences of an appropriate kind with children and youth; measures of characteristics/competencies to assess potential for the teaching profession; writing samples; and results of oral/personal interviews.

   The State Board of Education should facilitate the development and wide dissemination of a suggested high school curriculum for prospective teachers.

   Such suggested curriculum should account for the competencies and requirements for admission to teacher-education programs as well as recommendations for a strong academic background applicable to the teaching profession. Opportunities should be provided for prospective teachers to experience internships and other field placements in local schools during their high school years.

   This information should be widely disseminated to high school students through guidance counselors, career guidance workshops, and individual career/educational planning.

2. *The preparation and ongoing professional development of teachers being a lifelong process, the State Board of Education rules governing teacher preparation, certification, and recertification should be revised to:*

   - include the concept of a probationary, first-year of teaching
   - define and identify criteria for improving the quality of student teaching; identify criteria for the selection of cooperating teachers; and determine the role of cooperating teachers
   - include the findings from an examination of various models of general education in order to assure broad liberal-arts preparation for teachers

- provide incentives for meeting needs

  (Incentives should be provided to encourage men to enter elementary teaching, women to enter secondary teaching and administration, mature individuals to enter the teaching profession, and non-educators to share their expertise with children and youth in the schools. The special needs of urban and rural school districts must be met. Qualified candidates must be encouraged to teaching in mathematics and science areas.)

- increase the amount of academic (subject-area) preparation, where needed, for secondary teachers

- remove components of the Professional Education Section (4.0) for preservice which would be more appropriately included in inservice or professional development activities

- define the requirements for early field experiences and more extensive in-field, in-classroom experiences as part of all teacher-preparation programs

- provide for the utilization of non-classroom and non-education experiences in teacher-education programs

- provide for and encourage the utilization of non-educators in teaching.

  (Teachers of the future should be facilitators who utilize the expertise of other professionals. A means of recognizing demonstrated competencies and varied life experiences for licensure should be developed. The Letter of Authorization, Type I, Recognized Expert, procedure should be publicized and the Rules revised to further utilize experts not formally trained as teachers. Special training programs should be expanded or developed for non-educators.)

3. *Teacher recertification and professional growth should be a cooperative experience between teachers and administrators.*

   The State Board of Education should give consideration to:

   - the role of school administrators

     Administrators must play a more active and critical role in the professional growth of teachers. Administrators must demonstrate competency in personnel evaluation. Teacher-performance evaluations should be reassessed, revised and based upon successful model(s). Administrators must develop and exercise their own plans for professional growth, striving to become educational leaders.

     State Board of Education standards for the preparation of school administrators should be reviewed and revised for currency and applicability to state needs.

- the adoption of the career ladder/master teacher concept
- revision of the State Board of Education rules for recertification to include the concept of cooperative planning, evaluation, and financing of professional growth experiences. Such revisions should include, but not be limited to

  recertification and professional development based upon performance evaluation and as a joint effort of teachers and administrators

  innovations in the access and delivery of course work for recertification, in coordination with the Colorado Commission on Higher Education

  requirements that recertification activities be relevant to teaching

  professional development plans that must be developed for life-long learning (Provisions should be made to utilize schools as life-long education centers.)

  school districts that must encourage and finance numerous options for professional growth and renewal including sabbaticals, paid and non-paid leaves, role variations, loan and exchange programs, provisional appointments, internships, and field experiences.

The subcommittee identified the following overall issues related to all areas of teacher preparation and certification:

- support for competency and performance evaluation models
- support for increased field-based preparation and inservice activities
- recognition that factors influencing women's changing roles, work lines and career patterns strongly influence the teaching profession
- a need for improved dissemination of policies, regulations, and models.

SUBCOMMITTEE: Recruitment and Retention of Educational Personnel

The subcommittee has developed a profile of a desirable teacher, identified inhibitors which currently exist to attracting people who fit this profile, and identified the attributes of a school system which need to be present in order to recruit and retain personnel of high quality. Eight recommended changes are proposed for consideration by the legislature, the State Board or local districts.

1. A desirable teacher should possess the following skills and characteristics:

   a. Profile of Skills

      . a motivator and facilitator -- brings out the best in others
      . possesses leadership skills -- utilizes them
      . develops connections; a coalition builder with links to the community and business who can find and utilize resources outside the classroom
      . knowledgeable, especially in chosen subject matter
      . a problem solver
      . politically astute: knowledgeable about where and how community decisions are made
      . is effective at public relations.

   b. Profile of Characteristics

      . flexible and innovative -- has the ability to broaden and deepen student learning experiences
      . enthusiastic about teaching as a career
      . intellectually curious and honest
      . confident with a strong self-image
      . sensitive and caring about the needs of others
      . is adaptable to and perceptive of teaching as dynamic and "ever" changing
      . professionally commited
      . has common sense and good judgment
      . a team builder.

2. Inhibitors to attracting people who meet the desired profile are as follows:

   - tenure
   - lock-step salary increases which do not reward excellence
   - closed systems without opportunities for professional growth, advancement, and career changes

- teachers not being allowed or not encouraged to be part of the decision-making processes
- low starting salary
- some teacher training that is mediocre.

3. A teacher who meets the profiles of desirable skills and characteristics will be attracted to a school system which offers these incentives:
   - high beginning salaries
   - learning sabbaticals, time off for consulting, seminars and other career-related privileges
   - prospects for advancement in responsibility and authority
   - opportunities for promotion, status, and advancement in income
   - advocacy of high entrance and exit requirements at teacher-training institutions
   - regular objective evaluations of performance
   - flexibility of teaching assignments and choices of careers
   - physically and psychologically attractive work environment
   - clear expectations
   - participatory management to build a sense of ownership
   - action-oriented and product-oriented
   - opportunities for job exchange with the private sector
   - options for nine to twelve month contract based upon school need

Recommendations

In order to recruit and retain educational personnel of high quality, the following changes are needed:

1. *Eliminate tenure.*
2. *Increase salary at the entry level.*
3. *Provide performance-based salary increases.*
4. *Develop performance-evaluation criteria/methods.*
5. *Revise the certification law.*
6. *Provide for participatory management in schools and districts.*
7. *Adapt the teacher-preparation curriculum to the profile of skills and characteristics.*
8. *Develop statewide guidelines for alternative funding sources for schools.*

SUBCOMMITTEE: Status of Educational Personnel

The subcommittee reviewed the Task Force charges and addressed the areas listed below:

1. Teacher salaries and benefits
2. Teacher tenure
3. Incentive-pay proposals (including merit pay)
4. Teacher evaluation/linking pay to performance
5. Career ladders: restructuring careers in teaching

The subcommittee fully recognized that its charge was broad in scope, that the issues were complex because they are an integral part of the total educational structure, and that the time lines were very short. In addition, the issues are controversial, with each constituency represented on the subcommittee having a strong position and, in most instances, conflicting opinions on each issue.

However, the subcommittee made a determination that substantial change is necessary in its areas of consideration, that the problems referenced above must be overcome, and that every effort had to be made to reach concensus on each recommendation. With this commitment in mind, the subcommittee developed operational procedures and established philosophical parameters designed to minimize the problems and permit it to accomplish its task. These are as follows:

1. The subcommittee did not spend any time evaluating the current system. The assumption was made that changes would be desirable.
2. The subcommittee did not give methodologies, because the educational community can best make such determinations. The state may properly set goals and objectives, but procedures should be determined at the district level.
3. Some recommendations have fiscal implications, but the subcommittee did not feel that it had the expertise, nor was it within the scope of the charge, to determine the source of funds or methods of implementation.

4. The term "teacher" was expanded to mean all professional, certificated personnel.

5. The subcommittee endorsed any compensation schedule that is structured to reward teachers for excellence.

6. Financial rewards for job performance should be significant, meaningful, and accessible to all. Research indicates and the subcommittee believes that pay differentials of less than twenty-five percent can neither encourage positive performance change nor confirm a sense of one's performance being valued.

7. Teachers should work in their area(s) of certification endorsement to maximize their performance and the learning of their students.

Utilizing the above-outlined parameters, the subcommittee recommends:

1. *That a 12-month contract year for professional educational personnel be established to sustain an adequate level of compensation, to provide programs for students, and to ensure curricular and professional development. Consideration must be given to protect and increase the amount of instructional time given to students through an increased year.*

2. *That salaries for the teaching profession be increased to become professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.*

3. *That all districts have an evaluation system for all professional employees. The professional employees should be encouraged to participate in the development of an effective and fair system. Evaluation should be multifaceted and include the concepts of competency, effectiveness, and student outcomes. Student outcomes should be based upon acknowledged objective criteria and individual student differences that should include a recognition of ability, previous knowledge, and time-on-task.*

4. *That the present system of tenure be replaced with a meaningful performance-based evaluation and pay system for teachers.*

5. *That a compensation system be developed that incorporates the following elements of career laddering:*

   - *Restructuring career opportunities for teachers to provide a way to pay good teachers enough money so that they do not need to turn to part-time employment or other professions.*

   - *Assuring that the structures that allow teachers to choose career paths are of a kind to provide incentives for good teaching practices and to encourage innovation and cooperation among teachers.*

. *Finally, reshaping the structures that make the teaching profession more attractive to potential teachers and perhaps, ultimately, to improve the public image of education.*

The goals of career laddering can best be accomplished by the development of effective performance-evaluation components.

NOTE: The subcommittee believes that recommendations two through five are interrelated and should be considered as a package.

The subcommittee recommends that the State Board of Education establish goals and objectives for the recommendations outlined above and for development and implementation of specific programs at the local level. In addition, the State Board should take all actions within its power to bring about implementation, and should make recommendations to the Legislature at the next Legislative session for changes of law where changes are necessary.

The Family and School

OPERATION RENAISSANCE TASK FORCE ON FAMILY AND SCHOOL

Chairperson: Anne Marie Falsone

Composition of Task Force: parents - business people - legislators - educators

State Board Charge:

Provide recommendations to the State Board on the following:

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1. Those provisions in the National Task Force or Commission Reports related to the Task Force topic.

2. Desirable family/school responsibilities which will improve student attitudes, homework quality, motivation, attendance and punctuality, achievement, and self-discipline. The responsibility of the school to provide supportive school climate and good student discipline should also be examined. The role of parent/school associations, guidance and counseling programs, and school accountability/advisory committees should be considered in relationship to the recommendations presented.

3. Reducing dropout or discontinuer rates with particular emphasis on areas of the state or ethnic groups where past programs or efforts seem not to be working.

Organization:		Meetings
Subcommittee:	Discontinuers Miguel Garcia, Chairperson	5
Subcommittee:	Attendance Jane Nagel, Chairperson	5
Subcommittee:	School Climate Ronald Roetman, Chairperson	5
Subcommittee:	Roles Carole Ricotta, Chairperson	5
Subcommittee:	Homework J. David Huskin, Chairperson	5
Subcommittee:	Achievement/Attitude/Discipline/Motivation Fern Hill, Achievement Chairperson Joe Herring, Attitude Chairperson Ruth Prendergast, Discipline Chairperson Ed Zuschlag, Motivation Chairperson	5

Total Number of Task Force Meetings: 5

Family and School Task Force Membership

Anne Marie Falsone, Chairperson

Marti Ahlenius, CDE Resource Team
Gene Howard, CDE Resource Team
David Williams, CDE Resource Team

Dorothy Gotlieb, State Board
J. David Huskin, State Board

Jill Aguilera
Marion Beason
Gloria Brooks
Michael Bush
Peggy Byers
Rep. Richard Castro
Dolores Curran
Miguel Garcia
Keith Lauren Greenberg
Joe Herring
Fern Hill
Rep. Leo Lucero
Judy Morton
Jane Nagel
Manuele Nehls
Yvonne Parker
Rep. Ruth Prendergast
Earl Reum
Carole Ricotta
Ted Samuel Roe
Ronald Roetman
Parker Swanson
Ruben Valdez
Diane Wagner
Ray Waier
Sherry Williams
Janes Willis
Ed Zuschlag

PREFACE

The Family and School Task Force met five times and various subcommittees held additional meetings. Originally, there were nine subcommittees, but four of them decided to consolidate since they had so much in common (Achievement/Attitude/Discipline/Motivation). The attached recommendations are a combination of individual subcommittee recommendations. The reason for this is that there was so much overlap. Also, the Task Force wanted to present a united report--one that is a consensus of the entire group.

In considering the question of appropriate roles for the "family" and the "school," the Task Force interpreted these words in their broadest context. Hence, the "family" was defined as the entire community: business, industry, churches, public libraries, and other community organizations. "School" was defined as teachers, educators, school support staff, school boards, accountability committees, and PTA groups.

The Task Force is happy to point out that the vast majority of their recommendations have little or no fiscal impact. In fact, only three recommendations have significant fiscal impact: (1) increased attendance counts, (2) computerization and analysis of attendance data by the CDE, and (3) funding for adult education programs. The Task Force made many recommendations that call for increased participation of community groups in the educational process. Several of the recommendations are innovative in nature and will stimulate creative thinking in the educational community.

Rather than recommending numerous legislative changes, the Task Force decided to utilize existing programs such as accreditation, accountability, and certification. By taking this approach, the Task Force feels that implementation can begin more quickly. In several instances, implementing recommendations will require revision of existing State Board of Education rules, but that is not as lengthy a process as the passage of legislation.

The Family and School Task Force devoted a great deal of time outside official meetings to reviewing and studying research abstracts and reports identified by the CDE Resource Team. Therefore, the Task Force feels that it can state with confidence that its recommendations are soundly based on a broad knowledge of existing research and promising practices. In order to share that information with others who might read the Task Force report, the group asked that the CDE Resource Team prepare a bibliography to be appended to this report.

RECOMMENDATION #1

MOTIVATION AND DISCIPLINE

BACKGROUND OR SUMMARY OF THE ISSUES:

The education of a child is a cooperative effort between the home and the school with each "partner" having specific influences and responsibilities. Student motivation needs to be reinforced in the home and the school if the student is to achieve his/her potential educationally, socially, and internally. Likewise, the home (parents), the school (teacher) and student must work together in a tripartite arrangement (understand each other, know what each hopes for the student) to foster better understanding and relevance to aid the student in developing positive self-discipline and motivation in becoming a contributing member of society.

ALTERNATIVES CONSIDERED:

Schools assume responsibility for motivating/disciplining students.

Parents assume total responsibility for motivating/disciplining students.

RECOMMENDATIONS:

The family, the school, the student should work together to provide an atmosphere of motivation and discipline for students:

1. Developing student/parent/teacher agreements establishing specific goals, objectives, responsibilities for all involved, such as:
   a) Listening to and making part of school policy the conclusions of "Views on Youth Conferences."
   b) Requiring principals to support teachers in disciplinary procedures.
   c) Providing a variety of incentives and awards for academic achievement:
      - "testing out" of a particular class
      - flexibility in school environment (i.e., dress codes, and hair styles) and scheduling electives
      - regular awards assemblies
      - "student of the week" award
      - media releases highlighting student achievement
      - sharing positive comments about students with the students
   d) Allowing students to have input into student discipline including:
      - peer review
      - setting of standards for acceptable behavior
      - setting of consequences for unacceptable behavior
   e) Permitting student evaluation of teachers and soliciting student input re: rewarding outstanding teaching.
   f) Encouraging student participation on local boards of education.

RECOMMENDATION #1

2. Developing, defining, and revising rules and policies of the school district and individual school.

3. Developing positive school climate projects at the district and school levels:

   a) Assessing school climate.

   b) Scheduling regular meetings of teachers, parents, administrators, and students to promote school spirit.

   c) Developing a common school theme for school year.

   d) Establishing a schoolwide attitude of assistance, helpfulness, and positive reinforcement, versus regimentation and punishment in fostering a positive learning attitude so students are seen as positive contributions and not impositions to be endured.

IMPLICATIONS FOR LEGISLATION:

NONE

IMPLICATIONS FOR STATE BOARD:

Establish a State Board prior ty for increasing parental involvement in education.

Direct CDE staff to provide increased technical assistance in parental involvement/home-school partnerships to districts.

Continue to provide school-climate-improvement services to school districts.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Implement the evaluation of administrators as recommended by National Association of School Principals.

Establish a priority for family-school cooperation/involvement.

Develop parent education programs after assessing needs of parents.

Develop student recognition programs in schools.

Establish/improve school-climate-improvement processes.

FISCAL IMPACT OF RECOMMENDATION:

Minimal for parent education programs; student recognition programs and learning contracts.

Cost of development of statewide parent-education programs could be substantial.

RECOMMENDATION #1

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

Have LEA Board establish priority for increasing parental involvement.

Develop school-climate-improvement projects in pilot schools.

Conduct needs assessments of parents for parent education activities related to motivation and discipline.

Pilot parent-education programs.

Enlist aid of parent/community groups to develop student recognition programs.

TIMELINE:

1984-85

RECOMMENDATION #2

DROPOUTS

BACKGROUND OR SUMMARY OF THE ISSUE:

Parents have, in many ways, turned education over to the schools and have not been the active involved partner needed in order to help the schools be successful.

Early identification of potential discontinuers can be helpful by early involvement of parents with the school and teacher.

Early involvement of parents can set a pattern of positive family/school relationships which can carry through the high school grades.

The problem of discontinuers affects the entire community; consequently, the issue must be addressed by the entire community.

Dropout prevention must occur at an early level for assistance to be most effective.

ALTERNATIVES CONSIDERED:

Continue present efforts.

RECOMMENDATION:

1. Early identification of potential dropouts by:
   a. Using Student Analysis System from CDE
   b. Responding to family cues
   c. Investigating peer cues
   d. Identifying minority organizations which focus on discontinuers
2. Establishing support systems for potential discontinuers by informing and sensitizing parents and school personnel to language and cultural differences through:
   a. Workshops
   b. Inservice programs
   c. Dialogues with ethnic community leaders
3. Providing early involvement of parents in educational process.
4. Providing parent/citizen leadership training; e.g., considering the MESA project as a model.
5. Developing an attendance policy with which parents can feel comfortable and cognizant of the consequences.

RECOMMENDATION #2

6. Identifying community support groups and programs to work with both college-bound and skilled-crafts-bound students, considering the existing MESA project model for college-bound and replication of same model for crafts-bound.

IMPLICATIONS FOR LEGISLATION:

NONE

IMPLICATIONS FOR STATE BOARD:

Encourage districts to implement recommendations 1-6

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Review the staff development budget and goals to ascertain if the items covered in recommendations 1-6 are covered at the local district levels.

FISCAL IMPACT OF RECOMMENDATIONS:

Increase staff development budget to meet these needs.

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

As early as possible this school year, schools should review recommendations 1-6 and implement as necessary as soon as feasible.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

1983-1984 school year

RECOMMENDATION #3

ATTENDANCE

BACKGROUND OR SUMMARY OF THE ISSUE:

School districts receive state aid based on an annual count taken in October. Once the count is taken, school districts continue to receive state support throughout the year even though some students have dropped out. If more counts were made, there could be a more realistic accounting of school attendance on which to base school funding.

Data regarding discontinuers cover only grades 10-12, but some students discontinue before 10th grade. There seems to be some confusion as to the definition of a discontinuer or dropout. Some students who move may get lost in the system and be counted as discontinuers when they are attending another school.

The Hispanic dropout rate in Colorado is higher than for other groups. CDE has been studying this problem in the hope of developing concrete suggestions for reducing the number of Hispanic dropouts.

ALTERNATIVES CONSIDERED:

Collect data grades 6-12.

Increase attendance counts to monthly or daily.

RECOMMENDATIONS:

More accurate data needs to be collected about dropouts/discontinuers especially among Hispanic youth as follows:

1. By increasing the incidence of school attendance counts for state funding from annually to quarterly.

2. By computerizing attendance data at the CDE level so comparable analyses can be made.

IMPLICATIONS FOR LEGISLATION:

Revise CRS 22-50-104 to require a quarterly reporting period.

IMPLICATIONS FOR STATE BOARD:

Revise rules to conform with revised legislation.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Adjust reporting to conform with changes in statutes and rules.

Familiarize staff with new form, description, etc.

RECOMMENDATION #3

Devote increased effort to tracking and cross-checking students who have left the school.

Expand collecting and reporting of data on students beyond grades 10-12 now covered.

FISCAL IMPACT OF RECOMMENDATION:

It will definitely cost more to collect data from grades 9-12 and to report these figures quarterly rather than annually. Also, computerizing attendance data would have significant one-time costs for the Colorado Department of Education.

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

Revise CDE forms.

Develop improved descriptions of terms used.

Improve tracking or cross-checking of student data at school level.

Collect data from 9th to 12th grades.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

If legislation is revised during 1984 session, then timeline could move forward. If not, timeline would be delayed accordingly.

RECOMMENDATION #4

ROLES OF LOCAL SCHOOL BOARDS AND ACCOUNTABILITY COMMITTEES

BACKGROUND OR SUMMARY OF THE ISSUE:

A research/practice gap exists between what is known about effective teaching and how teaching is typically conducted. Local accountability committees and boards of education can help bridge this gap through influencing teacher-training institutions, through developing processes for strengthening professional evaluation, and through providing incentives for "quality" teaching.

Research has shown that parent education programs can be effective in enhancing the learning of young children.

There is a growing concern on the part of the public that portions of the curriculum may not be strengthening morals, values, and laws which govern our country.

Accountability committees are most effective when they have been clearly charged with their task so that their work will be of value to the local boards of education.

ALTERNATIVES CONSIDERED:

Continue as at present.

RECOMMENDATION:

As a part of school accreditation, local school boards should be required to develop policies regarding teacher and administrator evaluation which include the following components:

- assessment of overall quality of district's principals and administrators, including community input
- assessment by principals of teachers in their schools
- introduction/implementation of new technology relative to teaching methods, health, and counseling techniques for the purpose of upgrading learning effectiveness
- instruction that exhibits, develops, and supports responsibility and respect toward self and others
- teaching that exhibits, develops, and supports responsible citizenship and patriotism
- education of parents regarding their role in upgrading the educational process.

IMPLICATIONS FOR LEGISLATION:

NONE

IMPLICATIONS FOR STATE BOARD:

Revise certification rules to strengthen teachers' competence re: new techniques.

RECOMMENDATION #4

Direct CDE to develop a model policy containing the components given in the recommendation.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Design procedures for professionally sound evaluations and for fair incentives.

Meet the need for strong staff development programs to introduce teachers to new techniques.

Develop policy containing components in recommendation.

FISCAL IMPACT OF RECOMMENDATION:

Budget provision for incentives will be needed.

Expansion of parent education programs could be costly.

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

Involve all "stakeholders" in developing policy--seek community input.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

Establish pilot "expanded" parent education programs December 1983 to December 1984; six districts.

Revise certification rules re: new techniques in 1984.

Revise accreditation rules to include policy on teacher/administrator evaluation by 1984-85 school year.

RECOMMENDATION #5

ACCOUNTABILITY

BACKGROUND OR SUMMARY OF THE ISSUE:

The accountability process at the state level should be a model for the process at the district level. The State Board might "model" an accountability charge so that district accountability committees could (1) react to the state charge and (2) develop their own charges which may--may not--be related to state charge. This state charge might serve as a "course of action" of the state accountability committee to increase its effectiveness.

ALTERNATIVE CONSIDERED:

Leave process as is.

RECOMMENDATIONS:

The State Board of Education should do the following:

1. Develop an annual charge for both state and local accountability committees.

2. Develop and implement a state accountability model which is congruent with the district accountability model specifically with regard to:
   a. Parental involvement.
   b. Long-range planning.
   c. Charges which reflect progress towards goals.
   d. Ongoing leadership training for accountability committee members on the rights and responsibilities of citizens in the accountability process.

3. Urge school districts to establish building-level accountability committees.

4. Increase the number of students involved in priority setting at the state and local levels.

5. Examine the teacher-certification plans of state teacher training institutions to determine if there is pertinent instruction in parental/community involvement. Components should include:
   a. Accountability committee procedures.
   b. Parent-teacher conferences.
   c. Parent volunteers.
   d. Work with PTA's.
   e. Parent Education.

IMPLICATIONS FOR LEGISLATION:

NONE

RECOMMENDATION #5

IMPLICATIONS FOR STATE BOARD:

Examine teacher training institutional plans re: parental involvement components.

Develop annual charges to

- State Accountability Committees
- District Accountability Committees

Develop state accountability model.

Issue resolution urging establishment of building-level accountability committees.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

District accountability committees must build the "charge" into local action plans; districts could work on a particular state priority.

Establish/strengthen building-level accountability committees.

Study state accountability model.

Involve students in priority setting.

FISCAL IMPACT OF RECOMMENDATION:

NONE/Minimal

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

State Board gives charge to State Accountability Committee.

State Board gives charge to district accountability committees.

CDE developes state accountability model.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

1984

RECOMMENDATION #6

DROPOUTS

BACKGROUND OR SUMMARY OF THE ISSUE:

Research indicates that attendance habits are formed in early school years. Children attend school for as long as two years before reaching the mandatory attendance age.

Attendance laws are not currently being enforced because they are often vague.

Truancy regulations need to be strengthened to assist school districts in encouraging attendance.

ALTERNATIVES CONSIDERED:

Additional state funding incentives for school districts with high attendance figures.

Allocation of school funding strictly on quarterly attendance costs.

RECOMMENDATIONS:

That the State Board of Education and the Colorado General Assembly take the following actions to reduce the dropout/discontinuer rate:

1. Study the existing school attendance laws to determine (a) how to address absenteeism below the mandatory school age, (b) how courts can be encouraged to enforce truancy regulations.

2. Require districts with high dropout/discontinuer rates to initiate effective programs to address the problem or lose state funding for those students who have left school.

3. Identify successful dropout prevention programs by:
   a. Establishing a statewide resource bank at CDE.
   b. Providing statewide recognition of exemplary programs on dropout prevention.
   c. Contacting parents each day student is not in school. When there is a consistent absenteeism problem, require a meeting between parents and school officials (principal, teachers, guidance counselor).
   d. Contact parents when student is in school but not attending certain classes on a daily basis. Require a meeting when it becomes evident that the student is deliberately missing certain classes.

4. Require that teachers demonstrate effective skills re: interacting with students or be required to gain such skills in connection with recertification credits.

RECOMMENDATION #6

5. Address critical need for elementary and middle school counselors, especially in districts with high dropout rates, by increasing counseling resources in proportion to the dropout rate in those schools.

6. Seek funding incentives for schools that initiate programs which reduce dropout rates.

7. Seek legislation to permit state funding (outside the ARB) for adults who wish to complete high school.

IMPLICATIONS FOR LEGISLATION:

Study compulsory attendance law.

Revise current school finance law.

Enact legislation to permit funding (outside ARB) of adult education programs.

Provide additional state funding incentives for school districts with effective dropout programs.

IMPLICATIONS FOR STATE BOARD:

Revise rules based on revised legislation.

Request additional funding as incentives for effective dropout programs.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Respond to revised statutes and rules.

Make information available to local decision-makers re: dropout-prevention programs.

Develop/implement effective dropout-prevention programs.

FISCAL IMPACT OF RECOMMENDATIONS:

Depends on specifics of revised statutes and rules.

Could have negative impact on districts not willing to initiate programs for retaining discontinuers.

Will be one-time cost at state level to establish resource bank/minimal continuing cost.

SUGGESTED STRETEGIES FOR IMPLEMENTATION:

Seek legislative support for revising attendance/school finance laws.

Begin planning for development of statewide resource bank and recognition activities.

SUGGESTED TIMELINE FOR IMPLEMENTATION:

1984 legislative session.

RECOMMENDATION #7

ALTERNATIVE EDUCATION

BACKGROUND OR SUMMARY OF THE ISSUE:

The problem of discontinuers affects the entire community. Poor student attendance habits translate into poor job attendance. Therefore, school districts need to work with the community in identifying ways to address this issue.

Dropout prevention must begin in the early grades for it to be most effective. Attitudes toward attendance, self-esteem, motivation, etc. become more ingrained and less easily changed as the student progresses through school.

Not all students learn in the same way. Some students need an alternative to the regular classroom program.

ALTERNATIVES CONSIDERED:

Influence of guidance counselors at elementary and middle school level (became part of another recommendation).

Importance of middle school concept in preventing dropout (became part of another recommendation).

RECOMMENDATIONS:

1. Have school districts provide more alternative education programs in order to prevent dropouts/discontinuers (e.g., multiple school programs, work/study, specific vocational programs, individualized curriculum, shadowing, development of job-search skills, etc.).

2. Market the middle school concept.

3. Address the critical need for elementary and middle school counselors, especially in districts with high dropout rates.

4. Use community leaders, especially those from minority groups, as direct advisors and role models to students.

IMPLICATIONS FOR LEGISLATION:

NONE

IMPLICATIONS FOR STATE BOARD:

NONE

RECOMMENDATION #7

IMPLICATION FOR SCHOOL BOARDS AND SCHOOLS:

Need to consider various alternative programs to decide which would meet their needs.

FISCAL IMPACT OF RECOMMENDATION:

Depends on which alternative programs provided--some would have no fiscal impact; others could involve considerable cost.

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

Determine educational program needs of potential dropouts.

Examine current educational programs to determine if they meet student needs.

Examine alternative educational programs.

Select alternative educational programs best suited to identified student needs.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

Begin planning process immediately.

Have school districts complete initial needs assessment by the end of 1984.

Select alternative educational programs by end of 1985.

RECOMMENDATION #8

SCHOOL CLIMATE IMPROVEMENT

BACKGROUND OR SUMMARY OF THE ISSUE:

Research shows that a basic ingredient of a positive organizational climate is cohesiveness--the extent to which the school's policies, procedures, and instructional programs exemplify commonly accepted values.

"Quality" education and positive climate depend substantially on the extent to which education prepares students to understand themselves and the nature of the universe in which they live.

Directly involving parents in school-improvement activities and keeping communications open between home and school are two ways of building positive school climate.

Many students need an "ombudsman" at the school; there are many people who could fill this role including counselors, social workers, retired teachers, business advisors, grandmothers/grandfathers, teacher aides and teachers.

ALTERNATIVES CONSIDERED:

Inservice training for parents.

Parenting.

Self-image awareness.

Assertiveness.

An understanding and supportive curriculum.

Rights and responsibilities.

Support systems for potential dropouts.

RECOMMENDATIONS:

A successful school climate improvement project with strong parental involvement should be encouraged at the school district and state level. The subcommittee recommends

1. That the State Board of Education and CDE:
   a) Affirm school climate improvement with strong parental involvement as a state priority.
   b) Designate school climate improvement as a project within CDE and assign at least one full-time consultant to that project.
   c) Direct the CDE consultant to provide technical assistance to schools and districts which have defined climate improvement as a priority and to evaluate the impact of such projects.
   d) Provide recognition for those schools that have examplary school climates.

RECOMMENDATION #8

2. That the State Board of Education amend the accreditation rules to require that each district and each individual school develop plans to improve school climate. Such projects would have the following characteristics:

   a) A principal responsible for involving the entire school staff (including bus drivers, custodians, cooks, etc.) in developing a positive school environment, e.g., monthly meetings, letters and individual contacts with leaders to share philosophy, encouragement and environment desired and expected.
   b) Emphasis on improving student achievement by building on students' strengths, thereby making students feel good about themselves, their school and their community. Teachers identify at least one strength area in each student and as part of the education curriculum require a project for class or extra credit.
   c) Centering the school climate effort on a theme around which all faculty, parents and students can rally. Develop a climate committee of principal, selected teachers, selected students (class presidents), parents (PTA) to have ownership and promotion of the theme for the school year.

IMPLICATIONS FOR LEGISLATION:

NONE

IMPLICATIONS FOR STATE BOARD:

Giving increased emphasis and resources to the work presently being done by CDE on school climate projects.

Revising accreditation rules to require plans for improved school climate.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Initiate/improve school climate programs.

Inservice training of all school staff re: good school climate.

FISCAL IMPACT OF RECOMMENDATIONS:

School climate projects require commitment but not a great deal of additional money.

TIMELINE:

1984

RECOMMENDATION #9

FAMILY/SCHOOL RELATIONSHIPS

BACKGROUND OR SUMMARY OF THE ISSUE:

Research shows that local leaders, through involving parents, staff, non-parent citizens and students, can improve the quality of schools. Studies have shown a high correlation between such involvement and improved student attitudes and achievement.

ALTERNATIVE CONSIDERED:

Continue present process.

RECOMMENDATIONS:

As a part of accreditation, require local school districts and each individual school to have a plan to enhance family/school relationships by initiating such projects and activities as the following:

1. Increasing teacher-parent contacts through such activities as
   a) Neighborhood PTA meetings held in churches, schools, homes, etc.
   b) Teacher/parent/student conferences.
   c) Positive calls and notes home (notes, letters or calls recognizing achievement, attitude, etc.).
   d) School-family social evenings (use church models, example; games, films, entertainment, talent nights, etc.)
   e) PTA - visible and frequent contacts.

2. Developing family/school/student agreements concerning each party's rights and responsibilities: Contract developed by principal, teachers, PTA groups or student groups on such issues as homework, discipline, etc.

3. Encouraging communities, families, and school staffs to work together to motivate students by providing a variety of incentives, awards and activities: attendance, attitudes, unusual talents, special ones for contributions to education (present at an all-school function and publicize in newspapers, school newsletters, etc.).

4. Providing information to staff members about the effects on school performance of family changes and cultural and racial differences; offering training workshops to help school staff to deal with: cultural and racial differences, divorce, death, drug or alcohol problems, abuse and other violence.

5. Involving parents, students and school staff in defining and revising rules of the individual school district. Leaders should assume responsibility for informing parents, other citizens, pupils,

RECOMMENDATION #9

and staff of all district and individual school rules: creating a special rules committee of students, teachers from each class, parents from PTA, and administrators.

IMPLICATION FOR LEGISLATION:

Legislation would be desirable to provide funding for parent education programs re: very young children, but may not be required.

IMPLICATIONS FOR STATE BOARD:

Support such legislation to facilitate passage.

Develop rules after legislation is passed.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Policies and procedures should be defined which will strengthen parent education programs.

Each school should launch a variety of projects to strengthen teacher-parent contacts. School boards can identify increasing teacher-parent contacts as a district priority.

FISCAL IMPACT OF RECOMMENDATIONS:

Minimal

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

Have each school develop specific plans for parental/student involvement.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

Examplary programs to be defined and publicized (CDE) by July 1, 1984.

Legislation proposed by November 1984 (if needed).

RECOMMENDATION #10

HOMEWORK

BACKGROUND OR SUMMARY OF THE ISSUE:

Almost all the educational studies have stressed the importance of homework. The word itself, homework, connotes family involvement. However, many school districts do not have a homework policy. If there is one, parents and students may not be aware of the policy. Additionally, classroom teachers may not inform students and parents of the homework requirements in a particular class.

Homework, if it is to be an effective learning took, must be related to classroom discussion. Homework should be viewed as a tool to extend/enrich classroom learning.

Teachers must remain cognizant that family activities or responsibilities might occur at a time to interfere with doing homework, and provisions or considerations should be made for this (e.g., after-school employment, caring for younger brothers or sisters or ill parent, etc.).

ALTERNATIVE CONSIDERED:

Leave assigning homework up to individual teachers with little or no district leadership or guidelines.

RECOMMENDATIONS:

As a part of school accreditation, the local board of education be required to develop a district policy on homework. Components of this policy must include:

1. Importance of homework in educational process (rationale).
2. Relationship of homework to classroom discussion and to resources available to students in the home or community.
3. Quality and quantity of homework based upon grade level or students' capabilities and interests, or both.
4. Recognition of importance of students' participation in family as well as school activities.
5. Notification to parents and students of district, school, and individual classroom/teacher requirements for homework and parental role in homework.
6. A system for the coordination of homework assignments between school staff.
7. Initiation of a system whereby parents acknowledge their awareness of homework assignments.

RECOMMENDATION #10

8. A school district plan to recruit community groups, agencies, and the religious community in establishing homework study halls where students can get help in doing their homework (e.g., dial-a-teacher; homework consultants at public library; senior citizens or other volunteers in church buildings, or YMCA's/YWCA's or other community facilities.)

IMPLICATION FOR LEGISLATION:

NONE

IMPLICATIONS FOR STATE BOARD:

Work with institutions of higher education to assure that teachers and administrators take coursework re: the importance of homework in the educational process.

Change accreditation rules to reflect recommendation re: need for homework policy.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

Develop a homework policy. Policy development or revision--disseminate policies to students and parents; work with community groups and agencies to develop community study halls or homework-assistance programs.

FISCAL IMPACT OF RECOMMENDATIONS:

None unless district establishes a program to assist students with homework questions. Even that should be minimal. There might be some cost to publicize homework assistance program or community study-hall.

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

Local school board needs to develop a homework policy if it doesn't have one; there must be contributions from parents, teachers, and students in developing any policy.

Policy, when developed, needs to be communicated to teachers, parents, and students.

SUGGESTED TIMELINES OF IMPLEMENTATION:

By close of 1984-85 school year.

PHILSOPHICAL STATEMENT

PREPARED BY THE

ATTITUDE/MOTIVATION/ACHIEVEMENT/DISCIPLINE COMMITTEES

A. CHARGE: To provide recommendations on desirable family/school responsibilities which will improve students in the areas of attitude, motivation, achievement, and discipline.

B. OBSERVATION: The operative word in the charge is responsibilities. The subcommittee conclusions require a precise definition of this word.

1. Responsible means "answerable, accountable." Responsible implies the ability to fulfill one's obligations.

Answerable implies the existence of authority.

Accountable is much more positive than responsible or answerable in its suggestion of retributive justice, and implies authority.

2. Authority--means one appealed to, having the power in support of actions. Control--means one appealed to, having the power in support of actions.

After many hours of study and problem examination, what became clear to the subcommittees was that the school, and more particularly teachers, are being asked to do something for which they have been given the responsibility, but for which they lack the authority. It is universally recognized that responsibility without authority for its implementation is largely unworkable. After one strips away the "desired goals" of education, is this not what the National Task Force Commission and the Carnegie Reports reveal?

C. FINDINGS: In the final analysis, the student has responsibility only to himself. To impart the information necessary for the student to arrive at desired societally acceptable behavioral responsibility requires more from teaching than the classroom teacher alone can provide.

The parent MUST see the need for positive involvement in and support of the educational system.
The community MUST see the need for positive involvement in and support of the educational system.
The school board MUST see the need for its positive involvement in and support of the educational system.
The local school districts MUST see the need for their positive involvement in and support of the educational system.

School principals MUST DO MORE. The strongest or weakest link in the school chain, the principal, is imbued with whatever authority exists to fulfill and allow the teachers to fulfill their responsibility to educate. It is the principal's actions that establish the tone for the entire school, teacher, parent-education accomplishment, and, most importantly, the student.

The teacher--answerable, accountable and responsible for the critical implementation of the educational system--must both possess appropriate qualifications for the task and have the full support of the principal.

D. SPECIFIC RECOMMENDATION BACKGROUND AND SUMMARY: In any endeavor, there have to be payoffs (rewards). Teaching has to have a payoff, parenting has to have a payoff, and students have to have a payoff. The ones we have today are largely unacceptable, unrealistic, or irrelavant:

1. Suicide is now the second leading cause of death in teenagers and preteens in Colorado.
2. Teacher and principal quality has deteriorated in some school districts during the past ten years. Also, some schools have not grown educationally and are teaching the same way they did in the past.
3. From court decisions that go against school districts to parents who throw up their hands with the comment,"I can't do anything with my kid anymore" to private-enterprise complaints about costs to train basics to high school graduates, the outcry for better, more responsible education has never been louder.

Is it not ironic that the Commission's report is entitled A Nation at Risk? It is the opinion of the subcommittees that we have been doing the same things for far too long. It is time for educators, parents, community, and students to now take risks to catch up to the new technology that exists in order to provide redirection for developing an outstanding and radically more effective educational system? That's risk management in education, and it is our belief that it is what's needed in education.

Colorado has held Views on Youth Conferences every other year since 1968. The purported purpose of these conferences was to help the Colorado State Board of Education establish educational priorities for the Colorado Department of Education, combining student involvement and input into their educational experience. It is ironic that, year after year, youth at these conferences have recommended virtually the same priorities, yet for the same number of years these student pleas have gone largely unheeded. The subcommittees were unable to find one instance in which these student views were part of the State Board of Education priorities. Students have been telling us for years what works for them and what they want, but they have been force fed what others think they need. They repeatedly want the following:

1. Student responsibility and involvement in the educational process.
2. Better basic-skills curriculum.
3. Better non-competitive administration evaluation.
4. Better communications among students/teachers/administrators.
5. Student evaluation of teachers.
6. Better/relevant/meaningful vocational education.
7. Fair/uniform/positive grading system providing recognition for achievement.
8. Better/relevant/caring/qualified counseling.
9. Incentive pay for rewarding teachers; removal of tenure.
10. More parental and community involvement.
11. More flexibility in school environment, with students responsible for leadership discipline.

Sound familiar? When are we going to pay attention to our "future leaders?" Is it any wonder they rebel, refuse discipline, are unmotivated, and feel unprepared for the real world? In fact, no trend analysis, not even a compilation of these views over the years, even exists at the Department of Education level. Why bother with lip service if we aren't going to incorporate the views of our future leaders in our priorities for their education? Is it any wonder they are not listening?

Basically, what they have been saying since 1968 is, "Grant us more responsibility regarding our educational process." It's past time we continue to promise students to listen to them. It's now mandatory. It's worth the risk. What we want and have been told by the Commission's Report is also what they want. Let's get it together. That's how motivation occurs.

E. MOTIVATION: The specific charge: How do schools motivate students to want to learn? How is one motivated to come to work and do what one does in one's work?

The latest edition of Webster's Dictionary says that motivate means "to provide with a motive." Motive is "something that causes a person to act." So to motivate is to provide others with something that causes them to act. In the student-teacher-learning experience, teachers hope to be able to assist young people to develop a desire for learning that will assist them in achieving some aspects of the learning continuum. If learning can only occur when the learner has the need (and desire) to learn, there is a need for provoking that need. How do teachers accomplish this?

In one work-REWARD. Whether it is in the form of praise, better marks (grades or evaluations), sense of accomplishment, money, or position, is recognition in some self-gratifying form.

Motivation is the ability of the learner to see the applied value of what is to be learned. Almost repeatedly, the Views of Youth Conference has told us learners cannot see this applied value. Students tells us they experience few learning activities that are relevant. They have been telling us this since 1968.

We all operate by agreement. We also all view ourselves this way. We are NOT what we think we are. We are NOT even what others think we are. But we ARE what we THINK OTHERS THINK we are. Therefore, we operate from the position of "What you think of me is not so important to my behavior, but what I THINK you think of me shapes my behavior in response."

Motivation is caring, understanding, showing a genuine concern for, loving, and treating other human beings as human beings in need of these feelings. So whose fault is it if the teaching/learning process fails? If one blames the students, one flunks them. But how can students learn if they're not properly taught? If one blames the teachers, one can fire them. But it's not the teacher's fault--they haven't been taught to teach properly. It must be the fault of schools of education. But they haven't been given good behavioral science. No! Our culture doesn't allow good behavioral science to be used effectively. So one winds up blaming the culture, but one can't

punish the culture. Our committee has come to the conclusive agreement that America will be punished if it (parents, community, courts, school boards and districts) does not support the kind of behavioral science that makes good education possible.

In place of "motivation," substitute the word reinforcement. In a world where behavior is not generously reinforced, people show laxity in zest, self-esteem, interest, ambition, aspirations, and a hundred other desirable "status of mind" and "feelings." Really, these are byproducts of changed contingencies of reinforcement. When the occasion for strong behavior is lacking, or when reinforcing consequences no longer follow, people are bored, discouraged, and depressed (unmotivated). It is inaccurate to say one suffers from such feelings. One suffers from the defective contingencies of reinforcement responsible for one's feelings. One's environment is no longer maintaining strong behavior.

Motivating children, students, young adults toward responsible adulthood is an essential in our societal system. If education is to play its part, it will be through effective communication and recognition of individual accomplishment and achievement. Students need to believe that educational systems understand their needs and problems (communication) and care about and acknowledge their accomplishments (recognition/rewards).

What is the task of education? Surrogate parents? Perhaps. Setting the stage for students to learn. Having an attitude and being a model of caring. Expecting, demanding, and providing for student excellence to each's individual best. Providing teaching staffs to fit these criteria; not tenured, but qualified and interested.

No one group can solve this challenging issue. It is possible, but it is more probably impossible without the full required support of the family (community/courts) and administration (principals and school boards). This suggests the possibility that education will continue to go along as it has in the past, with cyclical ups and downs, continuing to try to perform within its bureaucratic limitations.

F. THERE IS ANOTHER WAY--one where payoffs are real and accomplishments are as wide-ranging as the technology that permits them. This suggests innovative change (as other task force subcommittees are concluding). When there is support from the home and community, such change is possible.

Radical changes in all forms of education are available today from a "super baby marvels," right-brain-intensive-learning centers, multiprocess learning preparedness, graduated-level educational achievement centers, to ultra-modern state-of-the-art vocational centers where all elements of the society are involved in the rounding and interface of relevant learning. Inservice strategies need to be developed to assure that teachers and administrators are aware of new teaching technologies and innovative learning techniques. However, skill development for teachers and administrators is just part of the solution; how to assure utilization of these new skills is yet another matter. (Some of these points are being addressed by the Education Profession Task Force.)

What is so magical about the chronological age of 6? It is now widely known and accepted that children yearn for and are capable of massive quantities of learning at 2 to 3 years of age. Why are almost all speed-reading courses taught by commercial concerns outside the formal educational system? And speed math? And memory development--and on and on. Why not give students, parents, and the community what they want--results they can see almost immediately--and what they now have to pay for separately outside the system because it is not available within the system.

What child, what teacher, what parent, educator, board, company, indeed--what nation wouldn't find abundant motivation with real breakthrough learning accomplishment? This too is a risk, but no more receptive nor propitious time may present itself than exists today to create this breakthrough.

FAMILY AND SCHOOL TASK FORCE BIBLIOGRAPHY

The Task Force's research team provided abstracts and copies of more than 60 publications to task force members for their consideration. These publications were classified in accordance with major sections of the charge statement from the State Board of Education.

Following is a representative list of publications which provided a substantial portion of the information base available to the task force.

SECTION I TWO NATIONAL COMMISSION REPORTS

Education Commission of the States, Task Force on Education for Economic Growth, Action for Excellence, Governor James B. Hunt, Ch., The Commission, Denver, 1983. The report calls for collaborative action by states and communities and "new alliances" to create a "new ethic of excellence." Specific recommendations are made regarding such topics as improving the prestige of the teaching profession, "making the academic experience more intense and productive, and providing "quality assurance." Basic skills and competencies for productive employment are defined.

National Commission on Excellence in Education, A Nation at Risk, U.S. Department of Education, Washington, D.C. 1983. Recommends increasing graduation requirements, raising standards and expectations, increasing the length of the school day and school year, and strengthening teacher evaluation and performance.

SECTION II A DESCRIPTION OF THE PROBLEM

Clay, Phillis L., Single Parents and the Public Schools: How Does the Partnership Work?, National Committee for Citizens in Education, Columbia, MD., 77 pp. A study of single parents' attitudes about schools and about their children's school behavior and achievement. Specific suggestions to parents and schools are given for reducing problems.

Davies, Don, Citizen Participation in Education: An Annotated Bibliography, New Haven, Conn., Institute for Responsive Education, pp. 156. This book presents a comprehensive analysis of articles, books, and studies regarding citizens' participation.

Decision Resources Corp., Single Parents, Working Mothers, and School Achievement, a U.S. Department of Education sponsored study, Education TIMES, July 4, 1983, p.7. This study of 6,000 high school students defines how maternal work and single parenting affect achievement. The study describes some conditions under which single parenting and maternal work do not affect achievement negatively.

Epstein, Joyce L. and Becker, Henry Jay, "Teachers' Reported Practices of Parent Involvement: Problems and Possibilities." The Elementary Journal, November, 1982, pp. 103-113. Report of a survey of 3700 teachers defines promising and successful practices and problems related to parent involvement.

SECTION II (Cont.)

Howard, Eugene R., "The Ladder of Citizen Participation," CDE, 1983. An adaptation of a concept of citizen participation originally published by Sharon R. Arnstein. The paper defines eight degrees of citizen power related to citizen involvement in education.

Institute for Development of Educational Activities (/I/D/E/A) and the National Association of Elementary School Principals. The Most Significant Minority: One-Parent Children in Schools, Dayton, Ohio, IDEA, 1981. This research study documents that children living with only one parent achieve less and present more discipline problems than do their two-parent peers. The report also provides suggestions for schools to help single-parent students deal with their problems.

Norton, Arthur J., "Keeping Up With Households," American Demographics pp. 17-21, February '83. Provides demographic information related to school-family relationships (e.g. non-family households, growth of single parent families)

Ourth, John and Zakriya, Sally, "The School and the Single Parent Student: What Schools Can Do To Help," Principal (NAESP), September, 1982, pp.24-33. The article details suggestions to principals for developing positive relationships with single parents.

Samuels, Shirley C., "Johnny's Mother Isn't Interested," Today's Education (NEA), February, 1973, pp.36-38. Provides specific suggestions for strengthening communications between home and school.

Weed, James, A., "Divorce Americans' Style," American Demographics, March, 1982, pp. 13-17. Information re divorce rates and trends (related to family school problems).

SECTION III DISCONTINUERS

Beal, Barry B., "The Development of a Computer Assisted Procedure to Help Identify The Potential High School Dropout in a Large City School System," Monitor, November-December, 1982. This article describes Denver's dropout prevention program which employs Local School Holding Power Advisory Committees to reduce dropouts. A computer program has been developed which defines four predictor variables. Pupils likely to drop out are identified and helped. Discontinuer rates have declined since the program was initiated.

Center for Hispanic Educational Leadership, Chicano Education Project, "For Your Information," The Project, Denver, March, 1983. This paper provides statistical information which can be used to justify a stronger commitment to education by federal and state agencies. Information on such topics as the following is summarized. Hispanic student data, U. S. production and achievement as compared to that of other countries, the status of math and foreign language instruction, and the status of the teaching profession.

Esquibel, Antonio, "Hispanic Discontinuers in Colorado," a paper prepared for the Colorado Lau-Special Education Conference, Colorado Springs, September, 1982, 9 pp. This paper documents the Hispanic drop-out problem, details reasons for the dis-proportionately high Hispanic drop-out rate, and identifies practices which have been successful in retaining Hispanic students. The Colorado minority Engineering Association program is described as a promising approach to the problem.

SECTION III (Cont.)

Holmes, Fred E., "The Student Analysis System," Colorado Department of Education, Denver, 1983, 59 pp. This paper describes a process which has been developed by the Colorado Department of Education, which identifies potential discontinuers and helps them stay in school. The process includes use of a microcomputer to process data about pupils and the development of intervention strategies for retaining students in school.

Ross, Victor, "The Project EXPO Success," School Climate and Leadership, CADRE, Spring, 1983. This report, written by the associate superintendent of the Aurora (Colorado) Public Schools, describes a successful drop-out prevention program initiated in Gateway High School.

U.S. Department of Health and Human Services, Study of Adolescent Maltreatment, as described in Jane and Mitchell Berdie's report to the Metro Child Protection Council, Denver, June 24, 1983. The study confirms the relationship between familial abuse and discontinuance. Patterns of maltreatment are defined so that early detection of symptoms becomes possible.

SECTION IV ATTENDANCE

Ankeny (Iowa) Public Schools, "New Kid on the Block" Project, National Elementary Principal, June, 1980. This project demonstrated that counselors and parents, working together in a summer visitation program, can significantly affect the behavior, attendance, and attitudes of pupils new to the school.

"School Attendance Improvement," Personal and Career Development Services Unit, California State Department of Education, Sacramento, CA, 1983. This paper reports on California's pilot project to improve attendance in 32 schools in 28 districts. One hundred-one promising practices are listed. Many of the practices involve parents and other community members in activities to improve attendance.

Teaching and Learning Research Corp., New York and the New York City Board of Education (1970-71 Report), Drop-out Prevention Project in New York City Utilizing Family Assistants. This project demonstrated that "family-assistants"--paraprofessionals recruited from communities, can be effective in reducing absenteeism, class-cutting, and tardiness. Likewise, the drop-out rate was lowered and more positive student attitudes were documented.

Vo-Cinh, Helen, "Excuses, Excuses" Newsweek, August 15, 1983, p.13. In this editorial a teacher describes the problems she encounters as she attempts to provide her pupils with 180 periods of classroom instruction per year. The article details how she must excuse pupils from class for any of the 45 different activities sanctioned by her school system.

SECTION V SCHOOL CLIMATE

Blust, Ross and Dumaresq, Richard, The Pennsylvania School Climate Improvement Project-Project Report, Pennsylvania Department of Education, 1983. Two urban middle schools with severe alienation problems were chosen for the project. The climates of both schools were improved by creating a process of organizational change and school renewal. As climate improved suspensions decreased, attendance improved, parent involvement was enhanced, and discipline problems diminished.

Gottfriedson, Gary D., The School Action Effectiveness Study: Interim Study of the Alternative Education Evaluation, The Johns Hopkins University, May, 1983. This project evaluated 17 alternative education projects which had been funded by the U.S. Department of Justice. The findings confirm the conclusions of other studies that "broad-ranging school climate improvement is likely to reduce troublesome behavior and improve attendance."

Gottfriedson, Denise, PROJECT PATHE: Second Interim Report, The John Hopkins University, March, 1983. Parents, community agencies, students and staff worked together to "combine organizational change with improved direct services to high-risk secondary students in seven schools. Symptoms of alienation (absenteeism, delinquency, suspensions) declined and achievement improved. (Charleston, S.C.)

Howard, Eugene R., "School Climate Improvement: Background Information," Colorado Department of Education, Denver, 1981, 3 pp. This paper summarizes key research projects related to organizational climate and school climate. Colorado's climate improvement project is described in terms of its place in the climate movement as that movement has developed over the past 25 years.

Howard, Eugene R., "School Climate Improvement Case Studies," Colorado Department of Education, Denver, 1983. Nine case studies of school climate improvement projects are summarized. A common characteristic of all of the studies is that as climate is improved, symptoms of alienation (e.g. discipline and attendance problems, dropping out) diminish and achievement tends to improve.

SECTION VI ROLES

Ahlenius, Marti, Community Involvement: A Sourcebook for Improving the Involvement of Parents and Community in Colorado Schools, Colorado Department of Education and the State Accountability Committee, Denver, 1983. This sourcebook is a catalog of ideas for improving the quality of parent and community involvement in school improvement activities.

Colorado State PTSA, Guidelines, "Educational Accountability," (not dated), Colorado PTSA, Lakewood, CO. A policy statement describing the role recommended for local PTSA organizations in supporting the Colorado accountability process.

Kamstra, Bill, "A Principal's Principles," Christian Home and School, September, 1979, pp. 14-15. The role of the Christian principal is described as that of a moral leader and facilitator of parent, staff and student involvement in goal setting and decision making.

Paddock Road Elementary School, Westside Community Schools, Omaha, "Parent Contract," The Westside School District, 1 page. This contract, developed by the parents and teachers of the Paddock Road Elementary School, invites each parent to agree to 16 parent roles.

SECTION VI (Cont.)

Williams, Sheri S., "Six Steps to Improve Our Schools," The Parent's Press, September, 1983, p.4. This article outlines six suggestions which parents can follow in order to get better acquainted with their schools.

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Collins and Carter, The Home-School Connection: Selected Partnership Programs in Large Cities, Boston, Institute for Responsive Education, 1983. Twenty-eight programs designed to involve parents more fully in the education of their children are profiled. Parents assist through home tutoring, monitoring homework and attendance, and through guiding their children's use of community educational resources. The general conclusion is that parent involvement in homework, broadly defined, can be highly beneficial in improving achievement.

Decision Resources Group, Single Parents, Working Mothers, and School Achievement, a U. S. Department of Education-sponsored study, Reported in Education TIMES, Monday, July 4, 1983, p.7. This study of 21,000 elementary and high school students revealed that spending more time on homework was related to higher achievement for high school students but not for elementary students. Regarding elementary pupils the study concluded. "The greater the amount of time spent doing homework, the lower the achievement."

Strom, Robert D., "The Home and School Partnership: Sharing Responsibility," Parent-Child Lab., Arizona State University, Tempe, Arizona 85281. 3 pps. This brief paper, the report of a session at a conference, lists seven ways teachers need to be "accountable" in homework requirements. One interesting recommendation is that we should permit children to have "at least as much leisure time as parents insist upon for themselves."

SECTION VIII STUDENT ACHIEVEMENT, ATTITUDES, DISCIPLINE AND MOTIVATION

Barbarick, Sharon, "Communicating With Our Children About Se uality," National PTA, Chicago, 1983. A brochure describing a program of seminars, available through the Colorado PTSA, to help parents "equip youth with skills to take on the tasks of young adulthood."

Clancy, Peter, L., Nineteen Improving Schools and Why, Eastern Michigan University Ypsilanti, MI. 48197. In this study 19 schools in which students had shown continuous, substantial growth in achievement were analyzed to identify characteristics which they had in common. "Significant community and parent support and/or involvement" was identified as one of five major ingredients which contributed to the success of the 19 schools.

SECTION VIII (Cont.)

Cotton, Kathleen, Student Discipline and Motivation, a Research Synthesis, Northwest Regional Laboratory, Portland, 1982, 96 pp. Thirty-one research documents are synthesized to show which practices related to student attitudes, discipline and motivation are most likely to produce the most positive results. Among the findings: "punishment per se, corporal punishment, and various forms of behavior modification are generally ineffective. Structuring the classroom carefully, providing "social reinforcers," and direct teaching of appropriate behavior are seen as more promising approaches.

Frith, Greg H., et al, "An Alternative Approach to School Suspension: The Dothan Model," Phi Delta Kappan, May, 1980, pp.637-38. This alternative program, developed in Dothan, Alabama, has been successful in keeping children with serious disciplinary problems within the school system. Parent involvement is one of 12 components of the program.

Henderson, Anne, Parent Participation-Student Achievement: The Evidence Grows, National Committee for Citizens in Education, Columbia, MD, 1981. This book synthesizes a large number of research studies related to parent participation. The studies clearly show that parents are central to the learning process and that parental involvement can have "dramatic effects" on student achievement.

National Diffusion Network, HOSTS Reading; Help One Student to Succeed, Educational Programs That Work, National Diffusion Network, U. S. Department of Education, Washington, D. C., 1983. This program has been nationally validated by the NDN for use with children ages 2-12. The program combines the mastery learning approach, citizens' and business participation, and computerized programming. Achievement results are impressive.

Weyand, James, "Description of Law Related Education Project at Bill Reed Junior High School" (Loveland, Colorado)--summary by Eugene Howard. Six features of a successful law related education program were defined by this project. The project, which involved parents, resulted in significant improvements in attitudes and citizenship in the home and in the school.

Wisconsin R & D Center News, Fall, 1979, "Little Things Make a Difference," Madison, Wisconsin, The Center, Fall, 1979. A report of a study designed to identify which community-school processes have the most impact on achievement. Most predictive of high achievement was "the ability of the school staff to resolve home-school problems."

School Time

OPERATION RENAISSANCE TASK FORCE ON SCHOOL TIME

Co-chairpersons: Roy G. Brubacher and Jeanne Werschke Howes

Composition of Task Force: educational administrators - community representatives - legislators - board members

State Board Charge:

Provide recommendations to the State Board on the following:

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1. Those provisions in the National Task Force or Commission Reports related to the Task Force topic.

2. Policies or practices that would make more effective use of the current school day and school year pattern. Particular attention should be given to identifying those practices that tend to interrupt or impede teaching and learning in the classroom.

3. The implications of a longer school day and school year for Colorado school districts. The Task Force report should examine the rationale for extending school time, the cost involved, impact on work opportunities, related family and society factors, and other issues as deemed relevant.

4. Validity of the state policy allowing four-day school weeks and other alternative calendars -- including the year-round patterns used by some district.

Organization:		Meetings
Subcommittee:	State Policy Allowing Alternative School Calendars Margaret Bramble, Chairperson	5
Subcommittee:	Effective Use of Current School Day and Year Dr. Ray Kilmer, Chairperson	5
Subcommittee:	Longer School Day and Year Marvin Lane, Chairperson	5

Total Number of Meetings: 5

School Time
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I. School Time Task Force Members

Task Force members contributing to this report:

Julio Archuleta
School Superintendent
Mancos, Colorado

Fred Arguello
Elementary School Principal
Colorado Spgs., Colorado

William Artist
State Representative
Greeley, Colorado

Margaret Bramble
School Board Member
Gunnison, Colorado

Dr. Donna Brennan
Executive Director of Curriculum
Englewood, Colorado

Roy Brubacher
Assistance Commissioner/CDE
Task Force Co-Chairperson

Vera Faulker
Parent
Golden, Colorado

Thomas Hauss, Jr.
School Board President
Loveland/Berthoud, Colorado

William Hilsmeir
Business Representative
Erie, Colorado

Willard Holthus
Northeast BOCS, Director
Haxton, Colorado

Jeanne Werschke Howes
State Board of Education
Task Force Co-Chairperson

Cynthia Kaufmann
Assist. Superintendent of Instr.
Steamboat Springs, Colorado

Dr. Ray Kilmer
School Superintendent
Monument, Colorado

Marvin Lane
Lamar Community College President
Lamar, Colorado

Samuel J. Madrid
School Board Member
Trinidad, Colorado

Dr. Ray McGuire
School Superintendent
Granby, Colorado

Dr. John Peper
School Superintendent
Lakewood, Colorado

Dr. Harvey Phelps
State Senator
Pueblo, Colorado

Dr. Jim Raine
Associate Director
North Central Assoc.
Greeley, Colorado

Dr. Robert Richburg
Researcher/Professor CSU
Ft. Collins, Colorado

William G. Ross
School Board Member
Arvada, Colorado

Dr. Philip H. Schoo
School Superintendent
Pueblo, Colorado

Jack Wilson
High School Principal
Loveland, Colorado

II. Task Force Resource People

Task Force resource people contributing to this report:

Cynthia M. DeLarber
Policy Research Analyst, CDE
Denver, Colorado

Dr. Roger L. Duncan
Consultant, CDE
Denver, Colorado

Betty Hollaway
Elementary School Teacher
Colorado Springs, Colorado

Marian Kolstoe
High School Teacher
Loveland, Colorado

Joanne McKlem
Elementary School Teacher
Pueblo, Colorado

Patrick Ryan
High School Teacher
Englewood, Colorado

Shirley Sheppard
Elementary School Teacher
Northglenn, Colorado

C.L. Stiverson
Field Coordinator, CDE
Denver, Colorado

Mary Stratton
Middle School Teacher
Bennett, Colorado

Marjorie Swearingen
Elementary School Teacher
Colorado Springs, Colorado

Dr. David Trujillo
School Superintendent
Peyton, Colorado

III. Overview

OPERATION RENAISSANCE

In July 1983, the Colorado State Board of Education established six task forces involving more than 160 persons from throughout the state to develop recommendations for the Legislature, the State Board and local school boards for improving education in the state. The task force on school time was one of the six task forces developed.

The 23 School Time Task Force members were selected for their expertise and leadership skills and were chosen to be representative of the diverse communities in Colorado.

The Task Force on School Time was charged with formulating recommendations addressing the following areas:

1. Those provisions in the National Task Force or Commission Reports related to the Task Force Topic.
2. Policies or practices that would make more effective use of the current school day and school year pattern. Particular attention should be given to identifying those practices that tend to interrupt or impede teaching and learning in the classroom.
3. The implications of a longer school day and school year for Colorado school districts. The Task Force report should examine the rationale for extending school time, the cost involved, impact on work opportunities, related family and society factors, and other issues as deemed relevant.
4. Validity of the state policy allowing four-day school weeks and other alternative calendars -- including the year-round patterns used by some districts.

TASK FORCE PROCESS

Two months prior to the first task force meeting, the Colorado Department of Education organized a research team to assist the School Time Task Force. This research team was responsible for gathering research relating to the issues facing the task force. Research was obtained from a variety of sources. A complete bibliography can be found in Section VI of this report. The research team remained in support of this task force throughout its deliberations, supplying additional information upon request.

The first Task Force meeting took place in late August. At that time the co-chairpersons decided that to facilitate the process the Task Force should be divided into three subcommittees. Each subcommittee elected its own chairperson and had a specific charge to address. The three subcommittees were as follows:

1. Subcommittee on the Effective Use of the Current School Day and Year, Chairperson, Ray Kilmer

2. Subcommittee on the State Policy Allowing Alternative School Year Calendars, Chairperson: Margaret Bramble

3. Subcommittee on the Longer School Day and Year, Chairperson: Marvin Lane

Upon review of the research and after lengthy discussions, each subcommittee generated its own report and recommendations. The subcommittee reports and recommendations are addendums to this report. This final Task Force report differs slightly from those submitted by each subcommittee because at the last Task Force meeting the entire Task Force discussed each subcommittee's report and reached a general consensus. This final report is a culmination of all the subcommittees' reports.

RATIONALE/ASSUMPTIONS

It is necessary to review the rationale or assumptions underlying these recommendations. These are briefly described below:

- It is believed that children are our most important resource and schools exist for children.
- It is believed that the original intent of the legislation requiring schools to be open for a minimum of 180 days, or equivalent, was that these 180 days would be used for teacher-pupil instructional time.
- For the increased teacher-pupil engaged instructional time to be used optimally, it is necessary to provide additional time for quality curriculum and staff development.
- Research reveals that the more time spent in appropriate learning activities, such as student readiness and aptitude, quality of instruction, appropriateness of learning materials, and daily planning time at the elementary and secondary levels, the more student achievement will increase.
- Evaluations of the alternative school calendar schedules have shown that (a) student achievement remains comparable, (b) energy and transportation costs are potentially reduced, (c) concentrated time for teacher planning and staff development is available and (d) time-on-task can be increased.
- It is believed that there are numerous interruptions/impediments to the current school day and year that detract from engaged instructional learning time. Furthermore, if these interruptions/impediments could be minimized and controlled, the present 180-day school year (1080 hours secondary and 990 hours elementary) may be sufficient time to accomplish the instructional goals of the district.
- It is assumed that commitment and support from parents, educators, government and community are necessary to provide and maintain an educational program of quality.

IV. Recommendations

Recommendation Number One: It is recommended that the Colorado State Board of Education continue the Alternative School Calendar option. In lieu of the 180-day calendar for school districts in the State of Colorado, school districts may apply to the State Board of Education for a lesser number of days for an Alternative School Calendar Program under the rules, regulations and criteria as prescribed by the Colorado State Board of Education. Such rules and regulations shall contain the following minimum criteria:

a) Equal total number of teacher-pupil instructional hours.

b) A testing program that meets or exceeds the state accreditation requirements.

Recommendation Number Two: It is recommended that the Colorado State Board of Education request legislative changes be made in 22-50-103(2), line 4, to read "or for the energy conservation, or the improvement of learning opportunities for children, or for fiscal exigencies."

a) Amend 22-50-103(1), line 6, after the word "day" add "or (1080 hours secondary), (990 hours elementary.)"

b) Amend 22-50-103(1), line 7, after the word "days" add the word "hours."

c) Delete line 22 through line 27(2) from 22-50-103(2) and add such sections to the State Board Rules and Regulations.

Recommendation Number Three: The Colorado State Board of Education should develop legislation or amendments to existing legislation which will omit the 45 days' previous notice for automatic re-employment of teachers as specified in 22-63-110 C.R.S. 1973 to read the same as in the traditional school calendar programs of May 15th.

Recommendation Number Four: The Colorado State Board of Education and the Colorado Department of Education should seek to define and clarify an instructional school day expected of all students by its rule and regulatory authority.

It is the belief of the task force that the following are examples of interruptions to classroom instruction: lunch, inservices, senior sneak trips, staff development, pupil class registration, early graduation and extracurricular activities. Any promulgation of the rules and regulations should address these or similar examples that contribute to interruptions of classroom instruction.

Recommendation Number Five: It is recommended that the Colorado State Board of Education develop new legislation or amend existing legislation to require a minimum of 180 teacher-pupil instructional days or the equivalent instructional hours thereof (1080 hours secondary, 990 hours elementary) in all Colorado school districts.

a) It is suggested that local boards of education anticipating emergency closings should schedule additional days beyond 180 days or equivalent time in their yearly school calendars to compensate for this type of time loss.

b) This recommendation does not preclude the right of appeal to the State Board of Education for variance for unusual circumstances that affect the health, safety and welfare of children.

Recommendation Number Six: It is recommended that the work year for instructional staff be extended 10 days, or its equivalent for alternative school year schedules, beyond the 180 teacher-pupil instructional days or equivalent. These 10 days will be used for planning, staff development and curriculum projects. These days should be scheduled before, during and after the school year to best serve the instructional needs of students and staff.[1]

Recommendation Number Seven: It is recommended that school year calendars be determined at the local level to accommodate life styles that may be affected by climate, economic or other pertinent factors within the parameters of the state laws and Colorado State Board of Education's rules and regulations.

Recommendation Number Eight: It is recommended that the Colorado State Board of Education prepare legislation to revise the Compulsory Attendance Act to ensure its enforcement.

Recommendation Number Nine: It is recommended that the Colorado State Board of Education request funding for an extensive study to determine the optimal amount of instructional time for students and optimal workloads for administrators and teachers. Also, the State Board should adopt rules and regulations to support the findings of the study. This study is to be completed by January 1, 1985.

Recommendation Number Ten: It is recommended that the Colorado State Board of Education, assisted by groups identified as the FORUM, sponsor activities to familiarize local school boards of education and school administrators in development of district philosophies and goal statements that define the instructional programs and expectations for students.

Recommendation Number Eleven: It is recommended that the Colorado State Board of Education and other agencies organize and sponsor workshops, conferences and activities to acquaint, train and seek implementation of the concepts of time-on-task, engaged and academic learning time and other effective instructional practices in all schools throughout the state.

a) To include appropriate classroom management practices.

b) To include effective instructional strategies.

Recommendation Number Twelve: It is recommended that the Colorado State Board of Education/CDE and other agencies organize and sponsor workshops and activities to aquaint, train and seek implementation of improvements in administration/management procedures that will maximize learning time and minimize interruptions within the academic day.

[1]As an incentive to encourage adoption of this recommendation, the Colorado Department of Education should supply state aid to adopting school districts in the amount of 2% of the State Equilization noncategorical monies (approximately $13.7 million dollars).

Recommendation Number Thirteen: It is recommended that the Colorado State Board of Education/CDE call upon colleges and universities to provide appropriate learning/training experiences for all prospective teachers and administrators in areas outlined in Recommendations Eleven and Twelve. This will be done in cooperation with school districts, with acknowledged dollar implications for higher education.

Recommendation Number Fourteen: It is recommended that the Colorado State Board of Education call upon the Colorado High School Activities Association to initiate action for policies/guidelines designed to reduce or eliminate extracurricular and athletic interruptions of the academic day.

Recommendation Number Fifteen: It is recommended that the Colorado State Board of Education/CDE maintain and improve emphasis upon parental and community involvement within the school districts. Expanded emphasis should be placed upon the role and participation of business and industry with the school districts.

V. Fiscal Impact

Briefly stated below are the fiscal impacts associated with the Task Force's recommendations:

Recommendation Number One:	No fiscal impact
Recommendation Number Two:	No fiscal impact
Recommendation Number Three:	No fiscal impact
Recommendation Number Four:	No fiscal impact
Recommendation Number Five:	No fiscal impact
Recommendation Number Six:	If the work year is extended by 10 days or the equivalent for instructional staff, a school district could expect to experience 1 5.4% increase in salary and benefit expenditures.
Recommendation Number Seven:	No fiscal impact
Recommendation Number Eight:	No fiscal impact
Recommendation Number Nine:	This study could be expected to cost approximately $50,000.00.
Recommendation Numbers Ten, Eleven and Twelve:	It is suggested that $540,000 or $1 per child be set aside for these recommended activities.
Recommendation Number Thirteen:	The cost, if any, would be incurred by higher education.
Recommendation Number Fourteen:	No fiscal impact
Recommendation Number Fifteen:	No fiscal impact

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TASK FORCE ON SCHOOL TIME

Subcommittee Report on State Policy Allowing Alternative Calendars

BACKGROUND OR SUMMARY OF THE ISSUE:

Issue: Are alternative calendars such as the four-day week, extended-day and year-round education programs providing satisfactory results with respect to educational efficiency and cost benefits.

Summary: Many Colorado school districts, as well as those in other states, have adopted alternative calendars to fit their local needs. In general, the minimum numbers of instructional hours required by the state were maintained or exceeded. Reasons for adopting alternative calendars were often related to energy savings and to reducing transportation costs. School districts were often small and were located in rural areas.

Rationale:

1. Over 50 Colorado school districts have adopted alternative calendars.
2. In a study of 12 Colorado school districts with four-day week schedules, Richburg and Edelen reported: (a) that student achievement was comparable to prior performance, (b) that all school districts "demonstrated potential to save energy and transportation costs to reduce student and teacher absenteeism," and (c) that parents, teachers, and students overwhelmingly approve the new schedules. Roy Brubacher also described the study for the MCREL publication. Local school district evaluation data indicate that student achievement is comparable to other alternative calendars such as extended days and year-round education programs.
3. The alternative calendar has proven and does allow concentrated time for teacher planning and staff development when the teacher is fresh and rested.
4. The alternative calendar has demonstrated that more time-on-task is realized by this type of scheduling as reported in the Richburg/Edelen Evaluation Study of the Colorado Four-Day Program.
5. MCREL is providing evaluation services for Westcliffe and Cotopaxi's four-day week programs. Generally positive results are described in a preliminary report. However, MCREL states that the amount of time the classroom teachers are engaged with students is the primary factor in student achievement. The awareness of need to use time wisely seems to help create more efficient classrooms.
6. School districts in other states report similarly positive results from four-day week programs, including those in New Mexico, Oregon, and New Hampshire.

RECOMMENDATIONS:

1. In lieu of the 180-day calendar for school districts in the State of Colorado, school districts may apply to the State Board of Education for a lesser number of days on an alternative school calendar program under the rules, regulations and criteria as prescribed by the Colorado State Board of Education. Such rules and regulations as a minimum shall contain the following criteria:

   a. Equal total number of teacher-pupil instructional hours as defined by the State Board of Education in its Rules and Regulations (See item 4a).

   b. A testing program that meets or exceeds the state accreditation requirements.

2. It is recommended to the Colorado State Board of Education to develop legislative changes which will include the words in 22-50-103(2), line 4, to read or for energy conservation, or the improvement of learning opportunities for children, or for fiscal exigences.

   a. Amend 22-50-103(1), line 6, after the word "day" add or (1080 hours secondary), (990 hours elementary).

   b. Amend 22-50-103(2), line 7, after the word "days" add the word hours.

   c. Delete from 22-50-103(2), line 22 through line 27(2) from state statutes and add such section to the State Board Rules and Regulations.

3. The State Board of Education should develop legislation or amendments to existing legislation which will omit the 45-day previous notice for automatic re-employment of teachers as specified in 22-63-110 C.R.S. 1973 to read the same as in the traditional school calendar programs of May 15th as specified in 22-63-110 C.R.S. 1973.

*4. The Colorado State Board of Education and the Colorado Department of Education should seek to define and clarify and instructional school day by its rule and regulatory authority.

   It is further recommended to the State Board of Education that when a teacher/pupil instructional day is referred to that lunch, teacher/parent conferences, early graduation, teacher inservice, registration days, staff development programs, senior sneak trips, and extracurricular activities that interrupt class instruction be excluded. Any promulgation of rules and regulations should clearly reflect these exclusions.

*5. It is recommended that the Colorado State Board of Education develop new legislation or amend existing legislation to

*High-priority recommendations

require a 180 teacher/pupil instructional day or the equivalent yearly instructional hours of 1080 secondary, 990 elementary in all Colorado public school districts.

a. Emergency closings of schools are of concern to the subcommittee, but it does not know how to address this issue. It is suggested that local boards of education anticipating emergency closings should schedule additional days beyond the 180 to compensate for this type of time loss.

b. These recommendations and suggestions do not preclude the right of appeal for a variance request to the Colorado State Board of Education for unusual and mitigating circumstances affecting the health, safety and welfare of children.

IMPLICATIONS FOR LEGISLATION:

See entire listing under Recommendations.

IMPLICATIONS FOR STATE BOARD:

See entire listing under Recommendations.

IMPLICATIONS FOR SCHOOL BOARDS AND SCHOOLS:

See explanatory.

FISCAL IMPACT OF RECOMMENDATION:

Fiscal impact appears to be minimal since it is recommended that state funding be based on 180 days or the equivalent instructional hours thereof and any of the exclusions mentioned in item 4a would be supported from local funds.

SUGGESTED STRATEGIES FOR IMPLEMENTATION:

The State Board of Education and Colorado Department of education should develop new and amended legislative changes, and approve new or amended rules and regulations necessary to make the recommendations effective. Reactions and discussions should be scheduled at various regional conferences by CDE, CASB, CASE and other interested organizations before final adoption or approval is obtained.

SUGGESTED TIMELINES FOR IMPLEMENTATION:

Legislative changes effective July, 1984.
Rules and Regulations effective 1984-85 school year.

TASK FORCE ON SCHOOL TIME

Subcommittee Report on the Effective Use of the Current School Day and Year.

As requested in the charge from the Colorado State Board of Education, the subcommittee has identified numerous interruptions/impediments to the current school day/year. (See minutes of September 15, 1983.) These interruptions have been identified as being generated by, or caused by, various groups within the school community. In keeping with its beliefs and with what research says about learning outcomes for students, the subcommittee strongly recommends maximizing the quality of experiences that occur during the currently defined academic day.

The subcommittee recognizes the unique and diverse nature of school districts within the State of Colorado. It further acknowledges the concept of local control. The subcommittee therefore believes that attempts at mandates or all-inclusive statements are for the most part inappropriate and will be ineffective. The subcommittee applauds the excellent efforts by many school districts in the areas of clearly defined district goals, standards for teacher performance, and articulated expectations for learners, but believes that greatest improvement statewide in effective use of class time can be effected through the following:

1. The State Board, with assistance from FORUM members, colleges and universities, should organize and sponsor workshops or conferences to familiarize school boards and central office administrators with processes and procedures for the development of district philosophy statements and goal statements that broadly describe/define the educational programs and expectations for students. (P.F.3)
2. The State Board, FORUM, colleges and universities should organize and sponsor workshops and activities to acquaint, model, train, and seek implementation of concepts of time-on task, engaged and academic learning time, and indicator of quality schools in all schools within the state. (P.F.1, 3)
3. A second thrust by the aforementioned agencies should be principal and teacher awareness of effective classroom delivery strategies. (P.F.3)
4. A third thrust is needed to assure that principals and teachers are thoroughly familiar with appropriate classroom management practices. (P.F.2)

5. State Board, FORUM, college- and university-sponsored workshops and activities will be necessary to acquaint, model, train and seek implementation of improved administrative management procedures that will maximize academic learning time and minimize interruptions within the academic day. (P.F.1, 2, 3)
6. The State Board and Legislature must call upon colleges and universities to provide appropriate training/learning experiences for all prospective teachers and administrators in areas 2 through 5 above. (P.F.1, 2, 3) (Cost implication?)
7. The State Board must call upon the governing bodies of the C.H.S.A.A. to initiate study and action on policies/guidelines designed to eliminate extracurricular and athletic interruptions of the academic day. (P.F.1)
8. The State Board and FORUM must maintain and increase emphasis upon parental and community involvement with/within the schools. Expanded emphasis should be placed upon the role and participation of business and industry with the schools. (P.F.4, 5)

The State Board should mobilize the aforementioned agencies to conduct a three-year concentrated program in the State of Colorado with the intent of positively affecting the quality of academic learning time. Further, it is recommended that the facilitating organizations analyze current research, and translate that research into workable concepts to be implemented to the highest degree possible. The training activities outlined in items 1 through 5 should be conducted in such a way as to minimize absence from the academic year by participants. The cost of organizing and delivering said services has been estimated at a minimum of $250,000. It is recommended that the Colorado Legislature be called upon to commit the equivalent of $1.00 per school child ($550,000) to this three-year effort, thus ensuring a considerable impact throughout the state.

Enforcements of expectations: Appropriate questions regarding the involvement of school districts in the proposed training activities would be included in the Annual Accreditation/Accountability Reports and covered as a part of the on-site visitation process.

Task Force on School Time

References: Research

(Numerical reference to specific recommendations)

Goodlad - A Place Called School: Prospects for the Future 3, 4, 6

Issue Topic:

Learning Activities Outside the School Day 7, 8

Effectiveness of Time Spent on Non-academic Activities 7

Effective Use of Instructional Time - Reference MCREL 2, 3, 4, 5, 6, 7

Student Options of Effective Classroom 2, 3, 4, 5, 6, 7

MCREL:

Academic Efficiency Worksheets 2, 3, 4

See Short-term Outcomes: Efficiency & Effectiveness

References Bloom, Berliner, etc... 2, 3, 4

Teacher Actions 2, 3, 4, 5

Saily - Free the Teacher 2, 3, 4, 5

Rossmiller/NASBE - Wisconsin Study of School & Classroom Resources & Student Learning 2, 4, 6, 8

Stanford & Evertson - Time Use & Activities in Junior High Classes 2, 3, 4, 5

Task Force on School Time

Subcommittee Report on Length of School Day and Year

Background and Identification of the Issues

Members of the Task Force on a Longer School Day and Year are prefacing their recommendations with pertinent statements from The Nation At Risk report. The report states the individual should be encouraged to perform on the boundary of his or her ability. Further, the report states the school or college the individual attends should use every means possible to assist the student in reaching the boundaries of his or her individual abilities. These statements challenge educational institutions to afford all members of society an opportunity to stretch their minds to capacity. This broad goal of the United States educational system seems to preclude the adoption of the European model, which bars some students from further participation in the education process at various checkpoints. The remainder of this report is based on the assumption that the State of Colorado will continue to afford all students an opportunity to stretch their minds to capacity.

The Nation At Risk report has issued a challenge for excellence to the United States educational community. The Commission members have cited the deteriorating performance standards of students. In some large urban schools, basic literacy has become the goal rather than the starting point, according to the report. The need for improvement is evident, if the report is correct. The Task Force recommendations are a response to The Nation At Risk report and should improve the quality of the students exiting from the educational system, if successfully implemented.

The issue of how effectively schools are using the time presently allotted for student instruction has been assigned to another subcommittee. However, members of the Task Force believe the effective use of instructional time (time-on-task) is a major factor affecting excellence. Studies indicate present time-on-task averages 22 hours per week. Some students, however, are receiving only 17 hours per week of instruction; or 56% of the 1080 hours they spend in school are being used for instruction. The importance of time-on-task should not be overlooked when a longer day or year is considered.

The authors of The Nation At Risk are recommending both a longer school day and year. The European model was used as the basis of recommendation. The report recommends a 200- to 220-day school year. The members of the Task Force are aware of the recommendation. However, increasing the school day or year will have significant financial impact on the taxpayers of Colorado. Task Force members are recommending the time-on-task issue be thoroughly studied and all means be used to increase time-on-task before the costly alternative of lengthening the school day or year is considered. The following information about the pros and cons of a longer school day or year should be considered for implementation only if an all-out effort has failed to produce the desired results through more effective use of the present 1080 hours annually allotted to the instructional process.

Other researches have stated their findings regarding allotted time and engaged time. Borg in "Time and School Learning" notes the following:

> Over a century ago, educators recognized the importance of time to learning in the schools and carried out many descriptive studies designed to determine how school time was being allocated to different subjects and how time allocations varied from school to school. Concern for ways to make more efficient use of school time has also been widespread among educators for at least 60 years. A report by Thompson (1915) documented the fact that there was much interest in the topic of more efficient use of school time around the turn of the century. Thompson reviewed programs that attempted to make better use of school time. Many were essentially administrative, such as regrouping of the school years to include junior high school, modification of grading and promotion practices, and re-arrangement and elimination of subject matter. Some programs provided extra work time for weaker pupils in after school classes, special classes, and summer schools, anticipating Bloom's emphasis on extra learning time and teacher help in mastery programs. Other strategies included changes in instructional procedures, such as assignments with the degree of difficulty adjusted to the age and expertise of the child. This attention to the difficulty of assignments anticipated an important element in the BTES model.
>
> Finally, Thompson discussed various experimental programs in teacher education and stated, "Teacher-training institutions are seriously, and as never before, considering just what goes into the make-up of the successful teacher" (page 33). He pointed out that many educators of his period considered the teacher to be the key to efficient use of school time. Thompson listed the following means of achieving more efficient use of time and more effective pupil learning: "(1) better 'condition' of pupils; (2) more definite, attractive, and immediate, as well as distant, goals: (3) a course of study more pertinent in content and more psychological in sequence; (4) wiser, more tactful, and more humane teachers; (5) a student body more devoted and industrious as well as cheerful; (6) a complete elimination or minimization of distractions; (7) more timely beginnings in all activities; (8) more industrious prosecution of work; (9) keener competition of the pupil, with himself and with others; (10) saner refreshment and reanimation of pupils" (pages 35-36). Thompson's list was in some ways surprisingly modern, anticipating some of the later theoretical work such as Ginott (1972) and Gordon (1970), as well as including such modern concepts as framing objectives, increasing relevance, and reducing transition time.
>
> Wiley, another researcher, predicted the effects of various changes in quantity of schooling on the three aforementioned variables. He predicted that increasing the number of days in the school year by 5.5 percent would lead to achievement increases ranging from 8.33 to 16.42 percent. Increasing the hours of the school day from 5 to 5.5 or from 5.5 to 6 similarly would lead to

substantial percentage increases in the three achievement measures. Finally, increasing the average attendance from 88 percent to 95 percent would bring about gains ranging from 11.75 to 23 percent on the achievement variable. The overall effect of raising the days of the school year by 10 days, the hours in the school day to 6, the ADA to 95 percent would be to bring about a 24.34 percent increase in the quality of schooling. It will be noted, however, that this increase is predicted to lead to an increase of 33.58 percent in verbal ability, 65.5 percent in reading comprehension, and 33.92 percent in mathematics achievement. When we consider that these rough estimates of quantity of school do not consider many of the more subtle variables such as quality of teaching, the actual time pupils are engaged in the study of specific subjects, and the amount of wait time and transition time in the classroom, these predicted achievement gains are impressive. Wiley's results present a very strong case to support his contention that quantity of schooling is an extremely powerful variable in determining pupil achievement.

It should be noted that when Karweit (1976) carried out analysis similar to Wiley's on several data sets, including data from the Coleman study, she failed to find the large relationships between quantity of schooling and achievement that came out of the Wiley analysis. Her results generally showed positive, but smaller, relationships than those reported by Wiley. However, part of her work used pupil attendance to estimate quantity of schooling, a measure that provides a much weaker estimate than that used by Wiley. As Harnischfeger and Wiley (1977) point out replications are needed to determine how large an effect quantity of schooling has on achievement. There can hardly be any doubt, however, that a significant effect is present.

Mann's survey (1928) found the same huge variations in time allocation that have been reported in every study located in this area. For example, he found that the school system giving the greatest emphasis on reading allocated nearly 12 times as much time to that subject as the school system giving the least emphasis. This ratio was even larger for some other academic subjects. For example, spelling was allocated 48 times as much time in the district giving it the most emphasis as in the district giving it the least. The ratio was 109 for literature, and 144 for nature study and elementary science. Even in arithmetic, where the curriculum has typically been more standardized, some school systems gave 4.4 times as much time to this subject as others. As large as some of these differences are, when we remember that Mann's data were based on school district time allocations, we can be certain that the variations among individual classrooms would be even greater.

Karweit's (1976) extensive review of the research draws five major conclusions about the finding of the research studies and their usefulness.

> Almost all the studies are of elementary school populations in self-contained classrooms, and the applicability of their findings at the junior-senior high level is questionable.
>
> The instructional focus differs from classroom to classroom. The amount of active learning time on a particular topic is determined by a progression of factors.
>
> The most serious failing of the research, Karweit notes, is that the studies have focused on time spent while ignoring time needed for learning. Increasing time-on-task in a classroom may have little effect on those students who do not need that time and on other students who need even more time. This kind of fine tuning depends upon the student's prior knowledge and aptitude for learning and the appropriateness of the instruction.
>
> Karweit suggests that the studies have not detected stronger effects for learning time because they have considered only one aspect of time use--how time is spent. They have ignored another important aspect--how much time is needed. Unless both time spent and time needed are considered, the effects of the use of time cannot be clearly understood.
>
> Copies of Time-On-Task: A Research Review available from CSOS, 3505 N. Charles Street, Baltimore, MD 21218.

A recent Gallup poll on extending the school year and/or day provides insight into public opinion on the issue.

> Although a majority of the persons hold deep-seated convictions about the importance of education to the future of young people and to the nation itself, they oppose lengthening the school year by one month or extending the school day by one hour.
>
> A difference is found, however, between the views of residents of large cities and those who live in smaller cities and towns. In fact, sentiment favorable to spending more time in school increases as the size of the city grows. In cities whose population is one million and over, a majority of those

respondents who expressed an opinion in favor or extending the school year and the school day. The reverse is true of those who live in small cities and towns. One obvious reason for this phenomenon is that many young people in our larger cities have nothing to do when they are out of school, whereas young people in the smaller cities and rural communities tend to be occupied with chores.

Attitudes toward spending more time in school could change if it is proved that industrial nations such as Japan and West Germany--or the Soviet Union--are gaining a marked advantage over the U.S. by following this policy.

EXTENDING THE SCHOOL YEAR BY ONE MONTH

The question:

In some nations, students attend school as many as 240 days a year as compared to about 180 days in the U.S. How do you feel about extending the public school year in this community by 30 days, making the school year about 210 or 10 months long. Do you favor or oppose this idea?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	37	36	38	36
Oppose	53	52	56	56
Don't Know	10	12	6	8

EXTENDING THE SCHOOL DAY BY ONE HOUR

The question:

How do you feel about extending the school day in the public schools in this community by one hour? Do you favor or oppose this idea?

	National Totals %	No Children In School %	Public School Parents %	Nonpublic School Parents %
Favor	37	38	36	49
Oppose	55	52	61	46
Don't Know	8	10	3	5

The Task Force has found further that there is strong evidence children, especially handicapped children, regress significantly during long vacations. There are many interesting options to our current annual school calendar regardless of the number of school days involved; e.g., Cherry Creek has successfully used a 45-15 day year-round schedule; Jeffco follows a "modified Track C" in Arvada which starts school in August and provides a month-long Christmas Vacation along with other breaks; England has two-week vacations at Easter and Christmas and a two-month summer vacation; France takes Thursdays off; summer programs, especially for handicapped students, have prevented regression in learning; and 12-month agreements with staff members can be beneficial to both staff members and schools. Districts are presently using the allocated school time in creative ways. The extended day or year doesn't have to be operated within the context of the current 180-day school year with a week break for Christmas and spring break.

The Task Force would caution any district about the inconclusive data on the teenage suicide rate. There is evidence and conjecture that pressure placed on teenagers by themselves and others is causing an increasing number of suicides by persons in the 15-24 age group: rates of suicide increase sharply before the third grading period each year; Colorado is among the top states in juvenile suicide; the rate for America has increased 200 percent during the past five years.

The following table provides a ranking of the industrialized nations regarding education. The information provides a framework for any proposed increase in spending for education.

Comparative Data for Selected Industrialized Countries

	% GNP for Ed.[1]	Literacy Rate[2]	% H.S. Attend[2]	Rank Spec. Ed.[3]
Netherlands	8.7%	98%	81[2]	2
Denmark	8.3	99	59	-
Sweden	7.7	99	70	3
Norway	7.7	99	90	11
U.S.S.R.	7.5	98	80	10
U.K.	6.2	99	86	8
U.S.A.	6.0	99.5	86	1
France	5.8	97	88	6
East Germany	5.6	99	86	7
Japan	5.5	98	96	12
West Germany	5.2	99	70	5
Italy	5.0	95	67	9
Canada	-	99	94	4

1. United Nations, Statistical Yearbook, 1980.

2. Kurian, George. Book of World Rankings, 1979.

3. Ranking among countries listed; derived by ranking the ratios of Special Education enrollments in elementary and secondary schools. Based on statistical information listed in the United Nations World Study of Education, 1971, and considered to be highly unreliable for 1983.

A basic assumption made by the Task Force members is that students will learn more if they devote additional hours to education. The additional hours may be added to the present day or through additional days at the end of the year. Students, however, will exhibit better rest results if either the day or year is extended. The degree of improvement that will actually be achieved is open to debate.

Lenghthening the school day and/or year will have social, financial and political implications for all residents of Colorado. The family unit, however, will be directly affected by any change in the school day and/or year. The following information is presented to clarify the issues and to provide a framework for further discussion.

Statement of Issue -- Learning/Curriculum

Lenghthening the school day or year will require a restructuring of the curriculum and will increase the time available for student instruction.

PRO	CON
Curricular components may be integrated to maximize use of time.	More curricular offerings will require more teachers.
Irrelevant curricular offerings may be purged from the curricular offering.	When students are given too many choices, they don't take as many basic skill building courses.
The school day hours may be reallocated among the various subject areas.	Once an alternative school calendar is adopted, the public may oppose a return to the present calendar.
Students will have opportunity to choose from a greater variety of curricular offerings.	Administrators will have additional scheduling and supervision responsibilities.
Advanced classes in mathematics, science, and computers could be added to the curriculum.	Increased extracurricular activities will require additional teacher time for supervision.
All students could be given the opportunity to participate in career education and vocational/technical classes.	Increased extracurricular offerings take time away from the learning process.
Variable schedules (variable time periods for classes) could be utilized.	Increased homework may compete with jobs and extracurricular activities for student time.
Mini courses could be used to meet student interests.	

PRO	CON
Students will have increased opportunity to participate in extracurricular activities during the school day.	Additional course offerings and homework will require additional teacher time for planning and correcting papers.
Teachers will have the opportunity to assign more homework.	The number of activities competing for the students' time and attention will increase.
Students won't be forced to choose between academic classes and school-sponsored activities.	Added time in class may give additional time to perpetuate current inefficient practices.
More time could be spent on substantive studies.	Extracurriculum offering may take up an inappropriate portion of the new time alloted for instruction.
More time would be available to study and apply theoretical concepts.	Students could receive additional reinforcement of poor work habits.
Increased time-on-task should produce better rest results.	Student absenteeism would most likely be as great or greater than under the current 180-day calendar.
More time will be available for student instruction and learning.	
More time could be devoted to teaching good work habits.	

Statement of Issue - Facilities

Extending the school year will require modification of ventilation systems and possible capital costs for cooling units.

PRO	CON
Many buildings need to have the ventilation systems modified to make the present learning environment acceptable.	Using the present school facilities during the summer months will require changes from present ventilation systems.
Schools presently are idle three to four months each year.	Some areas of the state may require cooling systems to make their facilities compatible to the learning process.
Greater occupancy time will reduce the present vandalism costs.	The extended use of the facilities will require greater expenditures on maintenance and may lead to more frequent replacement of buildings.
The public will have a more positive attitude about schools if the facilities are used more.	

Students will not be able to earn money to help with college expenses.

Students will lose the skill benefits gained from on-the-job experiences.

Extending the use of the school facilities may cause maintenance and repair activities disruptive of the learning environment.

Statement of Issue - Finance

Extending the school day and/or year will require additional pay for current nine-month employees and extending the school year will require more money for transportation, utilities and maintenance.

PRO	CON
Longer contract periods will raise the pay for the teaching profession.	Buying additional instructional time will require more money for education.
Increased pay for teachers may attract and keep competent teachers.	Increasing the cost of education will place an additional burden on the taxpayers of Colorado.
Athletic seasons could be evenly spaced throughout the year, reducing the demand for athletic facilities.	An extended school day or year will require more expenditure for instructional materials and supplies.
It it less costly to increase the school day by one hour (*7 percent increase) than to increase the school year (*10 percent increase).	Additional money will be spent for maintenance and maintenance supplies.
Student instructional time is increased by 180 hours if the day is increased to a 7-hour day, resulting in 26 additional days of instruction at a *7 percent increase in current costs.	Athletic programs have expanded to fill available time and may take up inappropriate amounts of any additional time allocated to instruction.
	Increasing the school day from six hours to seven hours per day will cost *$136,500,000 or *7 percent more than current costs.

Extending the school day by one hour will increase teacher and administrator costs by *17 percent and energy costs by *3 percent.

Increasing the school year from 180 to 200 days will cost $195,400,000 or *10 percent more than current costs. (Costs were estimated at *90 percent of current costs with *10 percent of current cost assigned to fixed costs.)

Increasing the school year from 180 to 220 days will cost *$390,800,000 or twice as much as increasing to 200 days.

*All figures and percentages are approximate.

Statement of Issue - Instruction

Lengthening the school day and/or year will impact time allotted for instruction, teacher planning time, and professional development of staff members.

PRO	CON
The school day can be restructured to make more efficient use of the time allotted to instruction.	Present practices will be carried over into the new system.
Teachers could be given time to work on curriculum projects.	Teachers presently use the summer months to pursue advanced degrees and to obtain recertification.
Teachers would have additional planning time to resolve instructional and learning problems.	The extended day and/or year may require school districts to grant sabbatical leave for all advanced degrees and released time for teachers to obtain recertification.
Staff members would have more time to interact on a professional level.	The additional planning time might be used by some teachers for coffee breaks.
Individual improvement projects could be accomplished on school time under the guidance of the principal.	Teacher and student morale will decline, increasing the incidents of burnout.
All teachers could be given adequate in-school planning time.	

Master contracts with unions may need to be renegotiated.

Statement of Issue - Family

The family is the primary support unit for children and the extended school day and/or year will impact the family unit.

PRO	CON
The school may take the place of babysitters.	School may take on even greater responsibility for the social and moral well-being of children.
Parents will save money on babysitting costs.	Family vacations will most likely be taken during the school year.
Spending more time in school will keep students off the streets and out of trouble.	Older students may not be able to earn money to support themselves or to help with family finances.
Staggered vacation times will allow families to take different kinds of vacations.	The extended day may interfere with rural children's normal chores.
Children won't be spending as much time at home unsupervised.	Some parents may only be able to take vacation time during the summer.
Teenagers won't have as much free time and the use of drugs and alcohol may decline.	Increasing the demands on students and additional pressure to perform may result in an increased suicide rate among students.
The allotment of more time to the learning process may relieve pressure on students.	Families may experience additional conflict within the family due to increased student absenteeism.

SUMMARY OF SIGNIFICANT ISSUES:

1. Lengthening the school day and/or year may require a restructuring of the curriculum and the instructional process to insure the additional time is used effectively.

2. School buildings were primarily designed for occupancy during the cooler months of the year. Extending the school year may require modification of ventilation systems to maintain a proper learning environment.

3. Requiring staff members to spend more time on the job will place significant new demands on general fund budgets.

4. Restructuring the school day and/or year may require a re-thinking of present time allotments for instruction, teacher workload, daily teacher planning time, and accessibility of professional development opportunities.

5. Changing the school day and/or year may require adjustments within the family units.

6. Allotting additional time to instruction should result in increased student achievement.

7. Student absenteeism is adversely affecting achievement scores.

PRELIMINARY FINDINGS:

1. Extending the present constituted school day by one hour will require a 7 percent (approximate) increase in general fund budgets and extending the school year by 20 days will require a 10 percent (approximate) increase in the general fund budgets.

2. Modification of present facilities to provide a desirable learning environment during the hotter months may require significant capital expenditures, resulting in bond referendums.

3. The additional time gained through an extended school day and/or year could be used to remove present disruptions from the instructional day; i.e., dealing with learning resources staff, paper work projects, discipline problems, professional development and renewal projects, and parent conferences.

4. Professional staff members, administrators, and board members may be required to define and articulate to parents what the curriculum will and will not include to prevent the additional time gained through an extended day and/or year from being used for solving societal problems rather than instruction of academic subjects.

5. Extending the school day by one hour may require additional staff to provide teachers sufficient planning time.

6. The various family life styles determined by geographic location and local economic opportunities (rural, urban, and mountain recreation areas) may be adversely affected by an extended school day or school year. This issue may best be resolved at the local level.

7. The Task Force believes the issue of optimal time for instruction is most significant. Therefore, further study may be needed to determine optimal time allotments for teacher planning, the optimal teacher workload, and the optimal time period for direct student instruction.

8. Student absenteeism is directly affecting student achievements.

RECOMMENDATIONS:

1. The State Legislature should state the school year in minimum yearly hours. School districts should retain the option of utilizing alternative calendars to meet state guidelines.

2. The State Board of Education should set minimum guidelines within which school districts will establish the minimum number of hours students will be involved in direct instruction. This action may reduce student absenteeism.

3. Local school districts should clarify and enforce attendance policies.

4. The State Board should commission a study to determine the optimal time allotments for teacher planning, teacher workloads, and time students may benefit from direct instruction. The study should address the time issue for elementary, intermediate and secondary students.

5. The State Board should establish guidelines to assure no staff members are required to work more than 40 hours in any given week without compensation in dollars or time off.

6. If the State Board determines the present time allotted to instruction (1080 hours) is not sufficient to accomplish the desired results, it is recommended that the staff work year be increased by 80 hours before the pupil year is extended. The additional hours may be spread throughout the year to promote staff renewal and development. Districts are encouraged to plan for staff renewal activities. District general fund requirements will increase expenditures to 7 percent if the day is extended one hour and 10 percent if the year is increased 120 hours.

7. School districts should plan staff development activities and curriculum projects to avoid infringing upon the individual teacher's daily planning time. These activities should be accomplished outside the pupil-teacher contact day.

8. All district staff should be compensated for <u>required</u> additional work time under an extended day or year.

COLORADO STATE BOARD OF EDUCATION
EDUCATIONAL PRIORITIES
1982-1984

ACCOUNTABILITY AND ACCREDITATION

Implement district accountability and accreditation programs at the building level. Emphasis will be given to increasing public involvement, district evaluation of educational programs and student competency, reporting to the public, development of long-range plans by schools and school districts, and to strengthening the leadership effectiveness of the school principal.

ALLIANCES FOR PUBLIC EDUCATION

Increase the involvement of education with business, the community, and parents. Emphasis will be given to developing effective school-business-community relationships to promote school-community interaction, and maintaining dialogue between the State Board of Education, the Colorado Commission on Higher Education, the State Board for Community Colleges and Occupational Education, and other state educational organizations.

EDUCATIONAL LEADERSHIP

Implement activities to strengthen the leadership role of local school districts. Provide information and assistance to districts on technological advances, programs for gifted and talented students, and maintenance of efforts to be cost efficient and cost effective.

TEACHER EDUCATION

Implement the new state program for testing the basic skills of teachers seeking Colorado certification. Develop programs to assist in the recruitment and preparation of teachers to serve rural schools. Determine which curricular areas will face teacher shortages and formulate plans to improve opportunities in those subject areas.

STUDENT RESPONSIBILITY AND CITIZENSHIP

Develop opportunities for students to learn about their government and their responsibilities and opportunities as citizens. Implement district policies and programs which emphasize respect for one's self and others.

STATEWIDE LIBRARY NETWORK

Implement a statewide library network, utilizing modern technology, by the provision of technical expertise to existing Library Services and Construction Act automation projects and assistance to all Colorado libraries regarding their role in the Colorado library network.

Adopted by the Colorado State Board of Education on July 8, 1982.

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